DOCUMENT RESUME

ED 178 698 CE 021 761

TITLE	A Handbook of Teacher-Developed Career Education Infusion Lessons for the Senior High School.
INSTITUTION	Livonia Public Schools, Mich.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE	[78]
GRANT	G0077C0106
NOTE	893p.; Some pages may not reproduce well due to light, blurred, or faint type; For a related document see ED 171 985
EDRS PRICE	MF06/PC36 Plus Postage.
DESCRIPTORS	Art Education; Business Education; Career Awareness; Career Development; *Career Education; Career Exploration; Career Planning; Educational Objectives; English; Family Life Education; Fused Curriculum; *Learning Activities; *Lesson Plans; Mathematics Education; Music Education; *Program Development; Science Education; Senior High Schools; Sociology; Teacher Developed Materials; Vocational Education

ABSTRACT

This handbook contains 200 teacher-developed lessons which infuse the four career development components (self-awareness and -assessment, career awareness and exploration, career decision making, career planning and placement) of the Michigan Model of Career Education into the existing course content, emphasizing one or more of the career life roles (occupation, family, citizen, leisure). Lessons are provided for courses in eleven subject areas: art, business, English, family living, industrial education, mathematics, music, science, social studies, support services, and vocational education. Each lesson contains (1) a lesson objective, (2) original lesson student outcomes, (3) a career development subgoal, (4) a performance indicator objective, (5) career development student outcomes, (6) lesson activities, (7) evaluation activities, (8) time estimates, (9) a list of supplies/equipment, (10) suggested resources, and (11) a list of pre-planning tasks. (LRA)

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ED178698

A Handbook of Teacher-Developed

CAREER EDUCATION INFUSION LESSONS

FOR THE SENIOR HIGH SCHOOL

CE 021 761

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Published by
LIVONIA PUBLIC SCHOOLS
15125 Farmington Road
Livonia, Michigan 48154

FOREWORD

The handbook of Career Education Infusion Lessons is a collection of materials that were developed by Adlai E. Stevenson High School teacher and support personnel participating in a one year federally funded career education project. The project which is explained in the introduction, focuses on infusing the four Career Development Components (self awareness and assessment, career awareness and exploration, career decision making, career planning and placement) of the Michigan Model of Career Education into the existing course content, emphasizing one or more of the career life roles (occupation, family, citizen, leisure).

The lessons contained in this handbook are designed to serve as examples that educators can infuse into their own course content and to stimulate educators to develop additional ideas and activities to infuse career education into the total curriculum.

ACKNOWLEDGEMENTS

The success of this project is due to the cooperation among the administration, project staff and project teachers, and to the expertise of the project teachers and the countless hours of time spent developing and refining the lessons contained in the handbook.

ADMINISTRATION:

Superintendent	Dr. George G. Garver
Director of Career Education	David D. Amerman
Principal of Adlai E. Stevenson High School. .	Dorothy A. Bentley
Assistants to the Principal.	Larry L. Christoff John C. Glanz J. Stephen Smith

PROJECT STAFF:

Director	Dennis C. Laurain
Curriculum Specialist	Earl L. Robison
Consultant	Phyllis E. Robinson
Evaluator.	Dr. Alan C. Klaas
Secretary.	Betty G. Kushigian

PARTICIPATING AND CONTRIBUTING PROJECT TEACHERS:

Arthur Anderson
Lewis Blunt
Walter Filas
Mark Formsma
Donna Glowacki
George Croll
Linda Haberaecker
Gerald Goode
Theresa Howard
Douglas Johnson
Ivan Kemp
Paul Locher
Linda Locklin
Angus MacKenzie
John McGreevy
Dolores Mehringer
Margaret Mills
Janet Mendler
Richard Neal
Emil Nelson
Valda Pattison
Albert Pearson
Mildred Rodolosi
Kenneth Rose
Sharon Sarris
Janet Schollenberger
Paul Serri
Nick Sipus
Barbara Starkey
Jonathon Swift
Kathleen Timoszyk
Carolyn Turner
Irwin Weisberg
Alison Wilson
Diane Worthington

INTRODUCTION

Adlai E. Stevenson High School, through the Livonia Public Schools, received a federal grant for the school year 1977-78 to develop a comprehensive career education program for its students. The project, Project ENTICE (Enlisting Teachers in Infusing Career Education) is a teacher training model designed to demonstrate the most effective methods and techniques in career education within the senior high school setting.

Using the Michigan Model of Career Education as its base, the project infuses (utilizes existing course content to teach concepts, skills, attitudes and knowledge) career education into the existing curriculum. In other words, careers and career concepts relating to subject matter are discussed as a part of the regular course content.

The word "career," as defined by the Michigan Department of Education, not only refers to a person's occupation or job, but also to his life roles as citizen, family member and participant in leisure activities.

The term "career education" refers to the system which delivers the skills and knowledge people need to explore, understand and perform in these various life roles.

The Michigan Model of Career Education has two basic parts: career preparation (the acquiring of academic, vocational and technical skills) and career development (the process of effectively planning for the future).

Teachers in Project ENTICE focused on the career development phase of career education, which includes the four components of:

1. Self Awareness and Assessment
   Students participate in activities which help them understand themselves and others. Individuals develop an awareness of their personal characteristics--interests, aspirations, aptitudes, abilities and values--and the characteristics of others. Outcomes of this component reflect a person who can utilize self knowledge in career planning and in fostering positive interpersonal relationships.

2. Career Awareness and Exploration
   Students participate in activities which increase their understanding of the variety and complexity of careers and the educational alternatives needed to reach career goals. Students are encouraged to explore careers in the school's Career Information Center and to participate in career exploration site visits and internships.

3. Career Decision Making
   Students participate in activities which help them understand the decision making process and to relate this process to career planning. They begin to accept responsibility for making their own choices, for managing their own resources and for directing the future course of their own lives.

4. Career Planning and Placement
   Students participate in activities which develop and implement systematic programs to reach career goals. They develop skills and attitudes necessary to secure and retain employment. Interviewing techniques, employment applications, resumes, and the work ethic are an integral part of this component.

During the fall semester of 1977-78 school year, thirty volunteer staff members (teachers, counselors and media personnel) were trained in the Career Development phase of the Michigan Model of Career Education. With the knowledge and resource materials they received, the staff set about the task of integrating career education into their existing course content. They did so not by adding onto their present programs and eliminating material they normally taught, but by infusing or blending the concepts, skills and knowledge of career development into their present curriculum. In other words, they used career development as vehicle to teach subject matter, thus providing relevancy to their course content. As the student understands why he/she needs the knowledge and/or skills being taught and how he/she will use it, the student becomes more eager to learn.

To assist the teacher in the infusion process, the Career Development Goals and Performance Indicators Reference Guide published by the Michigan Department of Education was used.[1] The Guide clarifies the content of Career Development by specifying student outcomes.

During the infusion process, the teacher:

1. first identifies the lesson objective and the student outcomes of the original lesson.

2. then identifies the subgoal and performance indicator from the Reference Guide he or she wishes to infuse into his or her original lesson.

3. using the subgoal and performance indicator chosen, develops the career development outcome he or she hopes to achieve.

4. then integrates or infuses career development activities into his/her original lesson activities to emphasize the desired career education outcome.

This is the infusion process--using existing lesson outcomes and a career development outcome to create desired career education outcomes, then developing activities to accomplish these career education outcomes.

In several lessons contained in this handbook, true infusion as is explained was not used; rather the career education outcomes became the original lesson outcomes. In other words, a teacher who wanted to include a career education unit within his/her course without infusing the unit into material being taught, did so.

As a culminating result of the project, 200 of the career education infusion lessons which the teachers developed were collected and printed to make up the content of this handbook.

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[1] "Career Development Goals and Performance Indicators," $1.50, order from Career Education Resources, Michigan State University, Erickson Hall, E. Lansing, Mich., 48824.

HOW TO LOCATE LESSONS

The table of contents lists the lessons contained in this handbook first by the subject area and then by individual class titles. Following each class title is a listing of the number of lessons that were written in each of the four career development components for that particular class:

SA - Self Awareness and Assessment
CA - Career Awareness and Exploration
DM - Career Decision Making
PP - Career Planning and Placement

Educators, in using this handbook, should peruse other academic areas in addition to their own. Since this collection of teacher-developed infusion lessons is designed primarily to serve as examples of the infusion process, educators should have little difficulty relating the activity ideas and outcomes presented to their own curriculum area.

In several instances supplemental materials have been included to complete the lesson. Educators should feel free to duplicate any materials in this handbook.

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  - PP - Career Planning and Placement

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LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Ken Rose Subject Art - Block Printing Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development January, 1978

Lesson Objective (1)

To familiarize students with basic art block printing

Original Lesson Student Outcomes (2)

Students will be able to:

1. recognize prints made by the block printing process.
2. list steps in block printing process.
3. identify the tools used in block printing.
4. complete a block print.

Career Development Subgoal (3)

1.1 For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

Performance Indicator(s)Objective(s)(4)

1.1 (M) For the individual to explain that the development of art skills is at least partially dependent upon a person's physical makeup, and that person's willingness to work hard to increase his/her "skill level" in any particular art form.

Career Development Student Outcomes(5)

1. Students will recognize and identify the different abilities that would assist an individual in block printing.
2. Students will demonstrate an awareness of the fact that continuous practice is necessary if proficiency in block printing or any other art form is to be gained.

Lesson Activities (6)

Activity Title:

Introduction to Art Block Printing

Procedures:

1. Students will watch slides of prints previously done by other classes.
2. Students will examine prints and blocks done by previous classes.
3. Students will listen and watch as teacher demonstrates drawing techniques and explains relationship of these drawings to the block printing process.
4. Students will watch and listen as teacher demonstrates proper block cutting techniques.
5. Teacher will stress safety factors involved in block printing.
6. Teacher will demonstrate block printing techniques.
7. Students will list physical characteristics which would be an advantage in block printing and will list characteristics which would be a disadvantage in block printing.
8. Upon completion of the blocks and prints, students will compare and discuss the improvement in block and print quality, and whether or not practice and "hard work" are noticeable factors in such improvement.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher evaluation of: a. completed blocks and prints b. physical characteristics lists. c. class discussion participation d. knowledge of block printing process and the tools used. e. students' ability to recognize prints made using the block printing process.	1. Teacher demonstration and slides - 55 minutes 2. Teacher cutting block - 30 minutes 3. Student work - 3 to 5 class periods 4. Evaluation and comparison - 55 minutes Total: 6 - 8 class periods	1. Paper 2. Pencils 3. Lino blocks 4. Knives 5. Carbon paper 6. Masking tape 7. Ink	1. Organize slides 2. Gather supplies and equipment.

Resources (10)
Slides of previously completed blocks and prints

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Kenneth F. Rose Subject Art (Jewelry Making) Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 11/23/78

Lesson Objective (1)

To have students design a piece of jewelry in metal or a combination of metal and other materials.

Original Lesson Student Outcomes (2)

Students will:

1. gain insight into the limitations of materials; metal, wood, inlays, Epoxy, etc.
2. be able to design a piece of jewelry.
3. be able to cut, solder, and finish a piece of jewelry.

Career Development Subgoal (3)

11.4 For the individual to acquire skill in stating and implementing a plan of action.

Performance Indicator(s)Objective(s)(4)

Given a specific goal the individual is interested in, he or she can develop a plan; implement, monitor and evaluate the plan to achieve that goal.

Career Development Student Outcomes (5)

Students will be able to plan the necessary steps to develop a creative piece of jewelry.

Lesson Activities (6)

Activity Title:

The Design and Construction of a Piece of Jewelry

Procedures:

1. Students will watch a slide presentation on the construction of jewelry and hear a lecture about the work.
2. Students will watch a demonstration by the teacher on the design process and some construction techniques.
3. Students will design a piece of jewelry.
4. Students will confer with teacher to discuss design.
5. Students will plan the necessary steps to create the piece of jewelry.
6. Work period--students will create their piece of jewelry.
7. Evaluation of the students' finished work.
8. Teacher will lead class discussion on class's work.

Evaluation (7)

1. Class evaluation of all work.
2. Teacher will check process development of original designs vs. finished work.
3. Teacher evaluation of students' written record of the process that they used to complete work.

Time Estimate (8)

Total time:
Four weeks or 20 class periods.

Supplies/Equipment (9)

1. Pencil
2. Paper
3. Tag board
4. Rubber cement
5. Saws (jeweler frames)
6. Saw blades
7. Torches
8. Flux
9. Solder
10. Pickle
11. Metal (silver, brass, copper bronze
12. Gem stones (optional)
14. Slide projector
15. Screen

Resources (10)

Slides of previous student work done in class.

Pre-Planning Tasks (11)

1. Collect all slides that show jewelry construction, form and technique (good and poor examples).
2. Set up all working areas.
3. Collect all tools and materials needed for completing the work.
4. Assemble demonstration equipment (slide projector, screen).

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Doug Johnson Subject Photography Grades 11 - 12

Career Development Component Self Awareness and Assessment Dates of Development May 1 - 19

Lesson Objective (1)

To make students more aware of photography as a medium to convey one's own point of view on a variety of subjects.

Original Lesson Student Outcomes (2)

Students will be able to:

1. define what a "concerned" photographer is.
2. identify possible subjects for "concerned" photography.
3. write a brief paragraph on how a "concerned" photograph does or does not communicate.
4. conceptualize, photograph and print an example of "concerned" photography.
5. explain to their classmates how pictures they have seen and taken affected them.

Career Development Subgoal (3)

4.2 For the individual to acquire listening, attending, responding, and initiating skills.

Performance Indicator(s)Objective(s)(4)

4.2 (M) For the individual to compare and contrast ways to encourage communication and ways to discourage communication.

Career Development Student Outcomes (5)

Students will be able to differentiate between photographs that move people to think, feel or act and ones which to not.

Lesson Activities (6)

Activity Title:

"Concerned" Photography

Procedures:

1. Teacher will discuss concept of "concerned" photography with class.
2. Teacher will show class filmstrip entitled, "The Concerned Photographer."
3. Students will find examples of "concerned" photographs in current periodicals and newspapers and compare these photos with "non-concerned" photos.
4. Teacher will show class examples of past student work in that area plus acquaint class with books by"concerned"photographers.
5. Teacher will show own photographs as further example of"concerned"photography.
6. Teacher will distribute handout of statements by "concerned"photographers and have students write paragraphs on these statements (assignment attached.
7. Students will take their own "concerned" photographs. They will also develop their own film and mount their own pictures for display.
8. In conjunction with above, teacher will plan a field trip to a nursing home or a water polution site where students may discover subjects for their "concerned" photography.

Evaluation (7)

Teacher will:

1. grade paragraphs from "concerned" and "non-concerned" photos from current periodicals and newspapers.
2. check student examples of "concerned" and "non-concerned photos from current periodicals and newspapers.
3. arrange for student display to be judged by a journalist and sociologist.

Time Estimate (8)

Total time:
Two weeks or
Ten class periods of 54 minutes each.

Supplies/Equipment (9)

1. Film, photopaper, notebook paper and pencils.
2. Filmstrip projector and screen.
3. Idea lists for "concerned" photographers.

Resources (10)

1. Camera, darkroom and materials
2. Filmstrips: "The Concerned Photographer" photographs by Eugene Smith, Cornell Capa, Bruce Davidson, Don McCullum, Elliott Porter, Brian Lanker, William Albert and Henri Cartier-Bresson. Available for purchase from Scholastic Magazines,Inc., 50 W. 44th St., N.Y, N.Y. 10036
3. Books: Minimata, by Eugene Smith; 101st St., by Bruce Davidson; Works of H. Cartier-Bresson; also, each photographer

Pre-Planning Tasks (11)

1. Duplicate paragraph assignment handout (attached).
2. Secure filmstrips, projector and screen.
3. Prepare list of ideas for "concerned" photos.
4. Prepare past student and teacher examples of "concerned" photography.
5. Reserve photography books by "concerned" photographers.

Resources (continued)

has an individual book published under his name by the fund for photography.

4. Past "concerned" photos taken by students and teachers.
5. Current periodicals and newspapers
6. Journalist and sociologist who judge student display.

Notes on three "concerned" photographers

W. Eugene Smith, author of *Minimata*, story of what mercury has done to deform and retard a group of Japanese fishing villagers. Pictures you saw included "War in Pacific," "Dr. Albert Schweitzer," "Midwife Maude Callen," and "Spanish Village." Smith was a newspaper photographer and later worked for *Life* Magazine. His most famous work is "Return to Paradise Garden" of his two children.

Bruce Davidson, photographer of Harlem in book called *East 100th Street*, has degree of photography from Rochester Institute of Technology (Kodak) and has worked on documentary films. His pictures included "The Brooklyn Gang," "The Dwarf," "Civil Rights," "Los Angelos," and "East 100th Street."

Don McCullin is a London photographer who took pictures that we saw of "English Landscapes," "War in Viet Nam," "Cyprus," "Starvation in Biafra," and "Cambodian Invasion." His book *The Destruction Business* was published in 1971.

W. Eugene Smith: "My camara, my intentions, stopped no man from falling, nor did they aid him after he fell. It could be said that photographs be damned for they bound no wounds. Yet, I reasoned, if my photographs could cause compassionate horror within the viewer, they might also prod the conscience of that viewer into taking action."

Bruce Davidson: "The question is, what do pictures really do? And I don't know if pictures really do anything, really. All I know is that my photographs changed me and that's important.....Of course there were some people who were angry at me (for 100th Street pictures). They think that I didn't show the good things. But those people want to show propaganda. They would like to pass East 100th Street off as a suburb, and it's not."

Don McCullin: It's very easy to make great pictures (of Biafra, war) of this kind of situation, but who needs great pictures when somebody's dying and he's only five years old? Who needs great pictures? We don't need great pictures. We need somebody very quick to understand that we as human beings are not permitted to allow this."

ASSIGNMENT: Comment in a short paragraph or two (50 words or so) about what you think each man means by the above statements. The best paragraphs would include specific mention of the pictures they took. Some of the prints are posted on the bulletin board. You would need three paragraphs all together; one for each photographer. All three men consider themselves "concerned photographers." What are their concerns? Perhaps you might discuss "unconcerned" photography.

Don McCullin is a London photographer who took the pictures you saw of English landscapes, Viet Nam War, Cyprus, starvation in Biafra and the Cambodian invasion. His book, The Destruction Business, was published in 1971.

Don McCullin: "It's very easy to make great pictures (of war, etc.) of this kind of situation, but who needs great pictures when someone's dying and he is only five years old? Who needs great pictures? We don't need great pictures. We need someone very quick to understand that we as people and as human beings are not permitted to allow this."

Bruce Davidson, photographer of Harlem in a book called East 100th Street, has a degree in photography from Rochester Institute of Technology (Kodak) and has worked on numerous documentary films. His pictures included "The Brooklyn Gang," "The Dwarf," "Civil Rights," "Los Angeles" and "East 100th St."

Bruce Davidson: "The question is, what do pictures really do? And I don't know if pictures really do anything, really. All I know is my photographs changed me and that's important...Of course, there were some people who were angry at me (for 100 St. pictures). They think that I didn't show the good things. But those people want to show propaganda. They would like to pass East 100th St. off as a suburb and it's not.

INSTRUCTIONS: Write a brief paragraph about what you feel or think each man means about the above statements. You might refer to the pictures you saw. These men are considered "concerned photographers." What is "concerned photography" and what is unconcerned photography?

50 pts.

Due today, May 19

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus Subject Business Mathematics Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 11/18/77

Lesson Objective (1)

To familiarize students with how a bank puts its dollars to work.

Original Lesson Student Outcomes (2)

Students will be able to:

1. list the basic types of banking institutions.
2. list ways banks receive money to operate.
3. list methods that banks use to invest money.
4. understand how banks earn their money.

Career Development Subgoal (3)

2.2 For the individual to establish goals to direct self development.

Performance Indicator(s)Objective(s)(4)

2.2 (G) For the individual to analyze the nature of differences in personal goals between youth and adults.

Career Development Student Outcomes (5)

Students will be able to discuss, in class, their concept of good money management as opposed to their parents' concept of good money management.

Lesson Activities (6)

Activity Title:

How Banks Put Money To Work

Procedures:

1. Students will watch film "Money: How It Functions."
2. Teacher will discuss and list basic types of banking institutions.
3. Teacher will divide class into groups to obtain the following information:
   a. A list of the basic types of lending institutions.
   b. A list of the ways banks serve us.
   c. A list of the ways banks receive money.
   d. A list of the ways banks earn money.
4. Teacher will combine group assignment results, duplicate, and distribute to class for discussion.
5. Teacher and students will discuss how the students' concept of good money management agrees or differs from their parents' concept.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will test students on their knowledge of basic types of banking institutions how they serve us, and how they receive and earn their money.	Watching and discussing film - 1 class period of 54 minutes. Library research (preparation of group lists) - 1 class period of 54 minutes Class discussion: 1 class period of 54 minutes. Total time: 3 class periods of 54 minutes each.	1. Film projector 2. Movie screen	1. Set up library schedule. 2. Type and duplicate class group findings. 3. Schedule projector. 4. Order film
		Resources (10)	
		1. Library 2. Individual contacts with banks. 3. Text containing unit on banking. 4. Film "Money: How it Functions," 14 minutes, color, 1971. Coronet Films.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus Subject Business Mathematics Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 1/21/78

Lesson Objective (1)

To familiarize students with "no-fault" insurance.

Original Lesson Student Outcomes (2)

Students will be able to:

1. understand advantages and disadvantages of "no-fault" insurance.
2. give examples that would be covered under "no-fault" and other insurance.

Career Development Subgoal (3)

1.3 For the individual to recognize settings and experiences that provide knowledge of self and others.

Performance Indicator(s)Objective(s)(4)

1.3 (K) For the individual to list (three) experiences that caused him or her to modify his or her values: explain the reasons for the need to change.

Career Development Student Outcomes (5)

Students will be able to describe accidents they have witnessed or have been involved in and be able to state what changes, if any, have occurred in their values regarding driving techniques.

Lesson Activities (6)

Activity Title:

Understand "No-Fault" Insurance

Procedures: Teacher will:

1. distribute handouts outlining the basic items in auto insurance.
2. explain the concept of "no-fault" insurance, its advantages and disadvantages. Discuss the following:
   - a. Liability (bodily injury and property damage)
   - b. Personal injury protection
     (medical) (funeral expenses)
     (work loss payments) (survivors loss)
   - c. Property protection
   - d. Comprehensive
   - e. Collission
     (limited collison) (broadened collision)
     (deductible collision)
   - f. Uninsured motorist
   - g. Towing and labor cost
3. discuss why rates will vary in different areas.
4. discuss why rates differ with ages.
5. discuss why rates differ with makes and models of cars
6. discuss how poor driving records affect rates.
7. explain the assigned risk pools for bad drivers.
8. discuss why rates have increased so rapidly in the last few years.
   - a. higher lawsuit claims
   - b. higher medical costs.
   - c. higher repair costs.
9. discuss what we drivers can do to reduce insurance costs.
10. lead class discussion on accidents that have occurred, the circumstances causing the accident, determination of who was at fault, and what steps could have prevented the accident.
11. have students list changes they feel have not occurred in their values about driving techniques.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will test student knowledge of: 1. "no-fault" insurance concept. 2. the advantages and disadvantages of "no-fault" insurance. 3. why rates differ.	Discussion of "no-fault" concept and description of coverages - One class period of 54 minutes Discussion of why rates vary and how to reduce insurance costs - One class period of 54 minutes Discussion of accidents and value changes - One class period of 54 minutes Local insurance agent as resource person (optional) One class period of 54 minutes Total time: Four to five class periods of 54 minutes each	**Resources (10)** 1. See insurance agents for pamphlets on "no-fault" insurance. 2. Library 3. Insurance agent 4. Police department	1. Prepare outline of basic auto insurance. 2. Prepare copies of an insurance policy. 3. Contact auto insurance agent.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus
Subject Business Mathematics
Grades 10 - 12
Career Development Component Career Awareness and Exploration
Dates of Development 1/12/78

Lesson Objective (1)

To familiarize students with the Social Security Act of 1935.

Original Lesson Student Outcomes (2)

Students will be able to:

1. list the types of benefits available through the Social Security system.
2. describe the growth and cost of the Social Security System through the present and into the futures.

Career Development Subgoal (3)

8.2 For the individual to identify the factors that influence family role (setting, occupation, peers, age, government policies, etc.)

Performance Indicator(s)Objective(s)(4)

8.2 (E) For the individual to be able to discuss how government policies affect family roles.

Career Development Student Outcomes (5)

Students will be able to define the role of government in determining social security family benefits for now and in future years.

Lesson Activities (6)

Activity Title:

Understanding The Social Security Act of 1935

Procedures:

Teacher will:

1. discuss the origin of the Social Security Act.
2. discuss who can benefit from Social Security:
    a. Retirees
    b. Wife or dependent husband 62 or over
    c. Survivors of workers
    d. The disabled
    e. Widows or widowers
    f. Dependent parents
    g. Unmarried children 18 or over who were severely disabled before 22.
    h. Unmarried children under 18 (22 if full time students).
3. discuss the two parts of Medicare (for people over 65):
    a. hospital insurance
    b. medical insurance
4. discuss how benefits are arrived at:
    a. Length of time paying into Social Security
    b. Average yearly earnings after 1950
    c. Employer's and employee's contributions
5. distribute handouts illustrating examples of monthly Social Security payments and discuss why the payments vary in amount.
6. discuss the present and projected costs of Social Security and reasons for its cost increase.
7. lead class discussion on the role of government in determining Social Security benefits.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will test student's ability to: 1. list groups that can obtain benefits under the Social Security System. 2. explain how government influences the role of the family, both present and in the future.	Discussion on the function of the Social Security System and the groups who can benefit from the program - One class period of 54 minutes Discuss how the amount of benefits is derived and under what circumstances. One class period of 54 minutes Total time: Three class periods of 54 minutes	**Resources (10)** 1. Social Security Administration 2. Library 3. Textbook: Applied Business Mathematics, 8th Edition, Southwestern Publishing Co.	1. Obtain pamphlets "Your Social Security" from the Social Security Administration Office. 2. Duplicate copies of monthly payment illustration

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus Subject Business Mathematics Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development December 18, 1978

Lesson Objective (1)

To be able to understand and balance a bank statement

Original Lesson Student Outcomes (2)

Students will be able to:

1. understand the basic terms used on bank statements.
2. balance a bank statement.

Career Development Subgoal (3)

6.4 For the individual to understand the relationship between and within the occupational world and the economic system.

Performance Indicator(s)Objective(s)(4)

6.4 (I) For the individual to diagram a monetary exchange system including both reproduction and consumption of goods and services.

Career Development Student Outcomes (5)

Students will be able to:

1. describe the relationship between personal money management and the economic system.
2. diagram a monetary exchange system.

Lesson Activities (6)

Activity Title:

Balancing A Bank Statement

Procedures:

Teacher will:

1. review writing checks and recording on check stubs.
2. diagram and describe the "journey of a check" from the writer to the payee (through the various banks and Federal Reserve System).
3. assign textbook chapter on balancing the checkbook.
4. discuss the purpose of a bank statement.
5. discuss how outstanding checks and service charges affect bank balances.
6. discuss and demonstrate the errors commonly found in balancing a bank statement.
7. by diagram, show how a reconciliation (balance) statement is set up.
8. have students work two balancing problems (given a checkbook balance, a bank balance, several outstanding checks, and a service charge).

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Given a typical bank statement with outstanding checks, service charges, bank and checkbook balances and several common errors, the student will balance the bank statement with 100% accuracy. 2. Students will diagram a monetary exchange system by tracing a check.	Total time: Three class periods of 54 minutes each.		Prepare handouts of bank statements
		Resources (10)	
		Consumer mathematics texts Business mathematics texts	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus
Subject Business Mathematics
Grades 10 - 12
Career Development Component Career Awareness and Exploration
Dates of Development 12/15/78

Lesson Objective (1)

To have students understand the function of the Federal Reserve System.

Original Lesson Student Outcomes (2)

Students will be able to:

1. understand the role of the Federal Reserve Banks in our system of money and credit.
2. describe how a check issued travels from bank to bank.
3. recognize from the code number on the check which Federal Reserve district originated the check.

Career Development Subgoal (3)

9.1 For the individual to understand the relationship between citizen roles and life styles.

Performance Indicator(s)Objective(s)(4)

9.1 (J) For the individual to explain why there are rules and laws for people living together in a group or society, and discuss what might happen if there were no rules or laws.

Career Development Student Outcomes (5)

Students will be able to:

1. recognize the necessity of rules in order for a civilized society to exist, and understand this is applicable to the business world of money and credit.
2. recognize that citizens have the right to improve laws that are considered inadequate through our democratic system

Lesson Activities (6)

Activity Title:

How The Federal Reserve System Functions

Procedures:

Teacher will:

1. pass out maps illustrating the twelve Federal Reserve districts and the Federal Reserve Bank cities, including its branches.
2. discuss with students why some districts are larger than others.
3. discuss how the FRS influences the flow of credit and money.
4. explain how a check moves and clears from one bank to another.
5. explain how a check is identified by a code in the upper right side of a check:

   ┌——City or state
   19-116—Bank's individual number
   1251—Federal Reserve number

6. explain why a Federal Reserve Bank is called a "bankers' bank."
7. explain how the coded inked numbers at the bottom of a check identify the customer.
8. have students state reasons why rules are needed in a civilized society and how similar rules are necessary in the credit-money system.
9. have students discuss methods of improving existing laws that may be antiquated or repressive in nature.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will be objectively evaluated on their knowledge of: 1. the role of the Federal Reserve System. 2. how checks are cleared. 3. the need for rules in laws.	Discuss the Federal Reserve System and its influence on the flow of credit and money – One class period of 54 minutes. Dission on how checks are cleared and the use of codes on checks – One class period of 54 minutes. Total time: Two class periods of 54 minutes each.	Teacher duplicated maps of the Federal Reserve System and copies of a sample check. **Resources (10)** Library Local banker	Duplicate U. S. maps depict-the Reserve districts. Duplicate copies of a check for codeing discussion.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus Subject Business Mathematics Grades 10 -12

Career Development Component Career Awareness and Exploration Dates of Development January 12, 1978

Lesson Objective (1)

To understand why people have insurance and the characteristics of each type of basic insurance policy.

Original Lesson Student Outcomes (2)

Students will be able to:

1. list basic reasons why people need insurance.
2. recognize and identify the basic types and characteristics of an insurance policy.
3. list exclusions that are common to insurance policies
4. use insurance terminology in discussing insurance.

Career Development Subgoal (3)

8.1 For the individual to understand the relationship between family roles and life styles.

Performance Indicator(s)Objective(s)(4)

8.1 (M) For the individual to describe how present family roles might influence future family roles.

Career Development Student Outcomes (5)

Students will be able to:

1. list areas where their parents have provided for their future (investments, insurance, social security, retirement funds).
2. identify reasons why life insurance should become an integral part of their future.

Lesson Activities (6)

Activity Title:

Basic Life Insurance Policies

Procedures:

1. Teacher will discuss with students the different types of insurance coverages:
    - a. Life
    - b. Accident and health
    - c. Personal liability
    - d. Home/personal effects
    - e. Social Security Act of 1935
    - f. Automobile
    - g. Marine (boats)
    - h. Special coverages
2. Teacher will discuss with students the reasons people need insurance.
3. Teacher will discuss with students some common exclusions:
    - a. Wars
    - b. Suicide clause
    - c. Nuclear fallout
    - d. Double coverage
    - e. Fraud
4. Students will list basic reasons why people buy life insurance:
    - a. Death benefits
    - b. Survival benefits
    - c. Retirement
    - d. Savings
    - e. Education
    - f. For debts
    - g. For business losses
5. Students will be able to recognize and understand some basic terms used in insurance:
    - a. Insurance
    - b. Insurance contract
    - c. Premiums
    - d. Face value
    - e. Cash surrender value
    - f. Annuity
    - g. Dividends
    - h. Loan value
    - i. Double indemnity clause
6. Through class discussion, students will be able to recognize basic life insurance policies, the characteristics of each policy and why costs vary:
    - a. 20-year endowment
    - b. Straight life
    - c. 20 or 30-payment life
    - d. Term
    - e. Accidental death

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will test on terminology, types of insurance policies and the role of life insurance in their future.	Discussion on why people need insurance and types of insurances available and the characteristics. One class period of 54 minutes Discussion on why people buy life insurance and evaluation. One class period of 54 minutes Total time: Two class periods of 54 minutes each	**Resources (10)** Text: Applied Business Mathematics, Chapter 30, "Buying Life Insurance"; PUblisher, South-Western Pub. Co. Text: Consumer Decision Making, Chapter 18 "Buying Life Insurance"; Publisher, South-Western Publishing Co.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus

Subject Business Math

Grades 10 - 12

Career Development Component Career Awareness and Exploration

Dates of Development 12/5/77

Lesson Objective (1)

To familiarize students with money borrowing practices.

Original Lesson Student Outcomes (2)

Students will be able to:

1. list types of lending instirutions.
2. list types of available loans.
3. complete a loan application.
4. understand the importance of establishing good credit.
5. understand that discretionary use of credit is important.

Career Development Subgoal (3)

6.4 For the individual to understand the relationship between and within the occupational world and the economic system.

Performance Indicator(s)Objective(s)(4)

6.4 (BB) For the individual to select (three) occupations and evaluate how well the monetary benefits associated with each occupation would meet the finanacial needs of a given worker.

Career Development Student Outcomes (5)

Students will be able to:

1. list occupations represented in a given work setting (bank, department store, etc.).

2. explain how persons in these occupations are dependent on one another in our economic system.

Lesson Activities (6)

Activity Title:

Borrowing Money

Procedures:

1. Students will list reasons why people borrow money.
2. Students will identify various types of lending institutions: (a) banks (b) credit unions (c) finance companies (d) savings & loan associations (e) pawnshops (f) individuals (g) insurance.
3. Students will identify local lending institutions.
4. Teacher will divide class into interest groups to collect information from selected lending institutions regarding types of loans offered and rates of interest: (a) auto (b) appliance (c) mortgage (d) personal (e) business.
5. Groups will list advantages/disadvantages of each type of lending institution.
6. Class will draw conclusions to determine which lending institution should be used.
7. With teacher demonstrating, students will complete a loan application.
8. Students will work through sample problems of borrowing money to determine the rate of interest that each lending institution would charge.
9. Students will list methods of establishing a credit rating.
10. Teacher will discuss advantages/disadvantages of the use of credit cards.
11. Select two business occupations and then list several other occupations that are dependent on or related to the selected occupations.
12. In at least two paragraphs, students will explain the reasons for the interdependency of the occupations.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate a written test on lending institutions, the types of loans that can be initiated in each, and the interdependency of occupations in our economic system	Discussing and listing of banking institutions - One class period of 54 minutes Compiling of information by interest groups - One class period of 54 minutes Discussion/summary of interest groups - One class period of 54 minutes Show film - 24 minutes Test on lending institutions - 30 minutes		Obtain tables and pamphlets from lending institutions.
	Total time: Four class periods of 54 minutes each.	**Resources (10)**	
		1. Tables and pamphlets from lending institutions 2. Business math tests	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus

Subject Business Mathematics

Grades 10 - 12

Career Development Component Career Awareness and Exploration

Dates of Development April, 1978

Lesson Objective (1)

To familiarize students with property taxes and their computations

Original Lesson Student Outcomes (2)

1. Students will be able to list items that are subject to the will of the people; namely, local taxation.
2. Students will be able to understand how taxes are voted.
3. Students will understand the methods used to arrive at the value of a given piece of property.

Career Development Subgoal (3)

9.2 For the individual to identify factors that influence citizen roles (setting, occupation, peers, age, government policies, etc.)

Performance Indicator(s)Objective(s)(4)

9.2 (J) For the individual to explain how a person can respect someone's thinking even though they disagree with it.

Career Development Student Outcomes (5)

Student will be able to recognize the value of respecting people's opinions regarding taxation.

Lesson Activities (6)

Activity Title:

Computing Property Taxes

Procedures:

1. Teacher will distribute handouts and explain the following terms:
   a. true value
   b. market value
   c. assessed valuation
   d. mill
   e. millage
2. With students taking notes, teacher will list items that are taxable.
3. Describe how voters determine the amount of taxes they pay through millage
4. Lead discussion on the factors that affect the rate of tax:
   a. value of home
   b. location of home
   c. amount of millage
   d. schools, city, county
5. Lead discussion on how the individual homeowner reacts to an increase of taxes.
6. Teacher will organize a panel discussion (ie., local businessman, retired person, teacher, working home owner and a student) to bring out feelings of "different" people regarding school millage.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate individual student's participation in discussions to determine their knowledge of property tax computation and their awareness and respect of other peoples' opinions regarding taxation.	Total time: Two class periods of 54 minutes each.	Paper Pencils	1. Make up handouts of property taxation terms 2. contact panel members, set up date and time for panel discussion.
		Resources (10)	
		Panel members	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus
Subject Business Mathematics
Grades 10 - 12
Career Development Component Career Awareness and Exploration
Dates of Development December 15, 1978

Lesson Objective (1)

To have students understand the use of business discounts.

Original Lesson Student Outcomes (2)

Students will:

1. understand the role of discounts in business.
2. be able to list and understand the basic types of discounts.
3. be able to understand and use terms used in discounting practices.
4. be able to apply discounting processes in given problems.
5. understand the role of middlemen in our marketing and distribution systems.
6. be able to list occupations common to the field of marketing and distribution.

Career Development Subgoal (3)

6.2 For the individual to recognize that occupations tend to cluster in several ways.

Performance Indicator(s)Objective(s)(4)

6.2 (L) Given a list of occupations, the individual can indicate which ones could be associated with a specified industry.

Career Development Student Outcomes (5)

Students will identify and cluster occupations to marketing and distribution of goods.

Lesson Activities (6)

Activity Title:
Use of Discounting In Business and Everyday Transactions

Procedures:

I. Teacher will have students relate experiences encountered in discount buying.

II. Using handouts, teacher will explain the basic forms of discounting used in business (attached):
   A. Application of bank discounts
      1. Terminology used
         a. face value
         b. proceeds
         c. discounted note
         d. term of discount
         e. maturity note
   B. Application of trade discounts
      List price versus net price
   C. Application of cash discounts
      Use of 2/10, n/30

III. Teacher will:
   A. discuss types of retail stores that have discounted prices for the customers.
   B. discuss why large chain stores can offer larger discounts (or better buys) than smaller independent stores.

IV. Students will work out sample problems using the basic discount processes.

V. Teacher will discuss the role of middlemen in marketing and how discounting plays its role. (manufacturer-agent-wholesaler-retailer-consumer)

VI. Students will list occupations in the marketing and distribution field into sub-clusters that will include:
   A. Transportation and communication
   B. Assembling and buying
   C. Grading and standardizing
   D. Selling and advertising
   E. Financing
   F. Merchandise

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will check completion of class assignment: a. Solved problems b. Listed occupations in the field of marketing. 2. Teacher will grade test on the use of discounts in business and in everyday personal transactions.	Class discussion of buying experiences, discussing of handouts on discounting, and working out of problems using discount processes - One class period of 54 minutes Listing of and discussion of occupations in clusters - One class period of 54 minutes. Testing - 30 - 45 minutes Total time: Three class periods of 54 minutes each.	Text: Fairbank, Schultheis, and Piper, Applied Business Mathematics, Tenth ed., South-Western Publishing Co., Cincinnati, 1975.	1. Preparation of handouts on discounting 1. Preparation of sample problems
		Resources (10)	
		1. Retail stores personnel 2. Library--Career Information Center	

TRADE DISCOUNT SERIES: A trade discount may consist of two or more discounts called a series of discounts or a discount series. The list price is discounted by the first discount; the balance is again discounted by the second discount.

PROBLEM: Find the invoice price and the amount of the trade discount in each of the following:

	List Price	Trade Discounts	Invoice Price	
a.	$ 45	20%, 10%	$32.40	($45 - 20% of $45 = $36 - 10% of $36 = $32.40)
b.	32	25%,20%		
c.	57	33⅓%,20%		
d.	250	20%,10%,10%		(Same as a. except one additional discount)
e.	125	25%,20%,10%		
f.	105	30%,15%, 10%		

FIND THE CASH PRICE: Examples of two typical terms and their meanings are:

2/10, n/30 These terms mean that 2% may be deducted if payment is made within 10 days from the date of the invoice; otherwise the full invoice price is due for payment within 30 days.

2/10, 1/30, n/60 These terms mean that 2% may be deducted if the invoice is paid within 10 days or 1% if paid within 30 days. Otherwise the full amount is due within 60 days.

PROBLEM: Find the amount needed to pay the following invoices on the dates indicated:

	Date of Invoice	Amount of Invoice	Terms	Date Paid	Amount Needed To Pay
1.	July 27	$450	2/10, n/30	Aug. 6	$441
2.	Nov. 24	675	3/10, n/30	Dec. 3	
3.	June 13	780	2/10, 1/30, n/60	July 12	
4.	Aug. 21	844	5/10, 2/30, n/60	Sept. 17	
5.	April 6	520	2/10, 1/30, n/60	May 26	

TRADE AND CASH DISCOUNTS: When both a trade discount and a cash discount are allowed on an invoice, the trade discount is subtracted first to give the invoice price. The cash discount is then calculated on the invoice price.

PROBLEM: Find the cash price of each of the following invoices. Each was paid within the discount period.

	List Price	Trade Discount	Terms	Amount Paid
1.	$800	25%, 10%	2/30,n/60	$529.20
2.	550	20%, 15%	1/10,n/30	
3.	700	30%, 10%	2/10,n/30	
4.	650	20%, 20%	3/10,n/60	
5.	250	20%, 10%, 5%	5/10,n/60	

DISCOUNTING THE NOTE. Interest collected in advance is called bank discount. The rate of interest charged by the bank is referred to as the rate of discount, or discount rate. The amount of money that the borrower receives is called the proceeds.

PROBLEM: Find the proceeds and due date of each of the following notes. Each note is discounted on the same day as the date of the note.

	Date of Note	Face	Time	Discount Rate	Proceeds	Due Date
1.	July 26	$ 750	60 da.	6%	$742.50	Sept. 24
2.	Sept 3	1,620	60 da.	7%		
3.	Jan. 16	546	30 da.	8%		
4.	Mar. 6	1,850	30 da.	9%		
5.	June 22	3,000	45 da.	8½%		

FIGURING TRADE DISCOUNTS. Many wholesalers and manufacturers sell to the retailer at a price called the list price or catalog price and allows him a discount on this price. A discount on this price is called a trade discount. The price to the retailer is the list price less the trade discount. It is called the invoice price, net price, or invoice cost.

SINGLE DISCOUNTS: Rate of Discount X List Price = Trade Discount

PROBLEM: Find the amount of trade discount and the invoice price in each of the following:

	Article	List Price	Trade Discount	Trade Discount	Invoice Price
a.	Tennis racket	$12.50	40%	$ 5.00	$ 7.50
b.	Adding machine	$150	30%		
c.	Wrist watch	$60	45%		
d.	Washing machine	$240	35%		
e.	Electric mixer	$37.50	33⅓%		

RATE OF TRADE DISCOUNT: $= \frac{\text{Trade Discount}}{\text{List Price}}$

PROBLEM: Find the amount and rate of trade discount in each of the following:

	Article	List Price	Invoice Price	Trade Discount Amount	Trade Discount Rate
1.	Men's hats	$ 12	$ 7.20	$4.80	40%
2.	End table	60	33.00		
3.	Lamp	26	19.50		
4.	Desk	135	90.00		

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus Subject Business Mathematics Grades 10 - 12

Career Development Component Career Decision Making Dates of Development January 15, 1978

Lesson Objective (1)

To familiarize students with the process and paperwork that is necessary in buying a new car, including trade-in and financing.

Original Lesson Student Outcomes (2)

Students will be able to:

1. ascertain the cost of an automobile and its options, using a dealer's new car list.
2. use and understand how to complete a dealer's sales contract.
3. calculate average monthly payments.

Career Development Subgoal (3)

11.3 For the individual to gain decision-making experience by making systematic decisions.

Performance Indicator(s) Objective(s) (4)

11.3 (G) Given a decision making situation, the individual can develop (two) options, make a decision by choosing one of them, and list the reasons for choosing that one.

Career Development Student Outcomes (5)

Students will be able to decide if they should or should not purchase an automobile, basing their decisions on the options available.

Lesson Activities (6)

Activity Title:

Buying A New Automobile With Trade-In and Financing

Procedures:

Teacher will:

1. discuss the advantages and disadvantages of purchasing a new car over a used car.
2. discuss the method of comparative shopping for cars.
3. have students select a car of their choice (including the selection of optional equipment) using new car lists obtained from dealers.
4. distribute copies of dealer's sales contract.
5. show a transparency of a dealer's sales contract as a model and have students fill in the proper information on their copies of contracts.
6. have students role-play the trading in of a family owned used car. Using a used-car handbook, students will,
   a. after deducting the trade-in, pay 25% of the balance in cash.
   b. after deducting the 25% down payment, calculate the monthly payment (using a bank loan rate book).
   c. add other costs, such as sales tax and license fees.
7. discuss with students what the APR (Annual percentage rate) will be charged them for their particular loan.
8. Given various car purchasing options and a maximum monthly car payment allowance, students will decide on an automobile purchase that best meets their needs.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will: 1. check each student's completed dealer's sales contract. 2. check each student's decision on purchasing the "right" automobile.	Discussion of advantages/disadvantages of purchasing a new car over a used car, and how to do comparative shopping - One class period of 54 minutes Selection of a new car from car price list; then work on contract - One class period of 54 minutes Completion of sales contract - One class period of 54 minutes Completion of car buying assignment - One class period of 54 minutes Total time: Four class periods of 54 minutes each.	Overhead projector and screen **Resources (10)** 1. Local automobile dealers/salesmen 2. Used car handbooks 3. New car price list 4. Dealer's sales contract	1. Obtain new car prices from dealers. 2. Duplicate copies of dealer's sales contract for students. 3. Make transparency of sales contract. 4. Obtain used car handbook.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus Subject Business Mathematics Grades 10 - 12

Career Development Component Career Decision Making Dates of Development 11/28/77

Lesson Objective (1)

To teach concept of installment buying

Original Lesson Student Outcomes (2)

Students will be able to:

1. list lending institutions where installment buying loans are made.
2. compare interest costs from the various institutions.
3. list terms and definitions used in installment buying.
4. understand the conditions stated in a conditional sales contract.

Career Development Subgoal (3)

11.3 For the individual to gain decision making experience by making systematic decisions.

Performance Indicator(s)Objective(s)(4)

11.3 (I) Given a situation where the individual must make a decision, he or she can list alternatives, weigh the alternatives as to highest priority, and make a systematic decision based on identified information.

Career Development Student Outcomes (5)

Students will be able to:

1. recognize that decision making situations will occur in installment buying .
2. understand the need for options and alternatives in installment buying in order to decide.

Lesson Activities (6)

Activity Title:

The Process of Installment Buying

Procedures:
Teacher will:

1. Explain why people buy on credit or time.
2. review with students the computation of interest ($I = P \times R \times T$).
3. Give assignment on obtaining information from newspapers regarding buying on time.
4. Pass out booklets, pamphlets or handouts on rates charged by banks, credit unions, finance companies, department stores and other retail stores, and discuss how interest and terms are computed in each institution.
5. List and define terms used in installment buying.
6. Compare advantages and disadvantages of each plan.
7. Discuss why one institution charges a higher rate than another.
8. Use a sample "conditional sales contract" (handout) and discuss the terms of the contract.
9. Using an overhead projector, show a sample conditional sales contract for students to follow as they complete their copy.
10. Discuss the legal distinction between a cash sale and a conditional sale.
11. Discuss the importance of understanding AIR (Annual Interest Rate) as required by law.
12. Have students calculate the interest charge, total cost and monthly payments on a given loan (example: $3,000) using the rates of (a) banks (2) credit unions and (3) finance companies.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will: 1. test students on lending terms, types of lending institutions and characteristics of each. 2. check students' completed sales contracts. 3. check students' solutions of three problems involving AIR (Annual Interest Rate).	Review of I - PRT problems and class preparation for research - One class period of 54 minutes Work out problems using rates from lending institutions; read and interpret conditional sales contract - One class period of 54 minutes Completion of the conditional sales contract using a selected purchase- One class period of 54 minutes	1. Overhead projector 2. Transparencies of conditional sales contract. 3. Copies of handouts	Teacher will: 1. prepare copies of the conditional sales contract. 2. prepare copies of the interest costs from the various lending institutions. 3. Prepare overhead transparencies of a conditional sales contract. 4. Reserve overhead projector.
	Total time: Three class periods of 54 minutes each.	**Resources (10)** 1. Retail stores using installment buying plans 2. Business mathematics texts Consumer buying texts 3. Library resource center 4. Interest rate books from local lending institutions	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Nick Sipus Subject Business Mathematics Grades 9 - 12

Career Development Component Career Planning and Placement Dates of Development ____________

Lesson Objective (1)

To have students acquire knowledge in purchasing and maintaining a used automobile.

Original Lesson Student Outcomes (2)

Students will be able to:

1. list sources in purchasing used cars.
2. list areas and items to check prior to purchasing the car.
3. list items they are willing to accept and still purchase the car.
4. list items that may be immediate and daily expense.
5. list items that may be costly over a longer period of time.
6. list three factors that will determine the car they will purchase.
7. work out a cost chart indicating the cost of operating a car over one year using 10,000 miles as a basis for cost.

Career Development Subgoal (3)

16.1 For the individual to identify factors that influence implementation progress.

Performance Indicator(s)Objective(s)(4)

16.1 (D) For the individual to identify (three) factors to consider in determining priorities among goals or priorities of steps within a goal (e.g., amount of time required, need for prerequisites, availability of resources, need for immediate attainment, etc.)

Career Development Student Outcomes (5)

Students will be able to recognize the need to identify factors before determining priorities or goals, and to consider alternate methods of implementing the steps in reaching a decision to purchase a used automobile.

Lesson Activities (6)

Activity Title:

Purchasing and Maintaining A Used Automobile

Procedures:

1. Through class discussion, students will list the sources where used cars may be purchased.
2. Students will select three cars, makes and models, that they would like to own.
3. Students will list items to check prior to purchasing a car.
4. Students will list items that were missing or were faulty on the cars.
5. Through class discussion, students will list items that might be an immediate cost to them on each car.
6. Students will list cost or operational expenses that will occur over a longer period of time (a year).
7. Students will work out a cost analysis of the cost of one year's operation (based on 10,000 miles of driving).
8. Students will list three factors that will eventually help them to make a determination of choice among the three cars.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will administer a test covering a proper and careful method of selecting a used car, to include: a. Where to purchase a car. b. Checklist of possible car problems. c. Important long-range factors to consider.	Discussion and implementation of Lesson Activities 1 - 5 - One 54 minute class period. Discussion and implementation of Lesson Activities 6 - 8 - One 54 minute class period. Total time: Two class periods of 54 minutes each.	Resources (10) 1. Parents 2. Used car dealers 3. Used car ads 4. Neighbors or friends	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Linda Haberaecker Subject Computer Concepts Grades 10 - 12

Career Development Component Career Planning and Placement Dates of Development 2/1/78

Lesson Objective (1)

To develop the student's ability to sort data he/she has keypunched using the stored program C-sort.

Original Lesson Student Outcomes (2)

Students will be able to properly use the stored program C-sort.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.2 (E) For the individual to identify (two) sources of information about jobs available in his or her community.

Career Development Student Outcomes (5)

Students will be able to list the sources or methods of locating job vacancies in their career interest area.

Lesson Activities (6)

Activity Title:

Program C-Sort

Procedures:

1. Students listen to presentation by resource person on methods or sources of locating job openings in their career interest area.
2. Students list three methods of finding job openings and/or three sources of job opening information.
3. Students keypunch information listed in #2.
4. Students run data through computer using the C-sort program.
5. Students submit cards, printout, and a statement of career interest to instructor.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will check whether: 1. student stated a career interest area. 2. student keypunched a card for each method of securing a position. 3. student submitted a C-sort printout.	Presentation - 40 minutes Keypunching - 5-15 minutes Run program - 1-2 minutes each student Total time: Three class periods of 54 minutes each.	1. Keypunch machine 2. IBM cards 3. Card reader 4. Printer **Resources (10)** 1. Employment counselor 2. School career coordinator	Arrange for speaker

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Linda Haberaecker Subject Typing I Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 11/27/77

Lesson Objective (1)

Students will be able to compose and type a letter utilizing proper research techniques.

Original Lesson Student Outcomes (2)

Students will be able to:

1. apply proper research techniques to letter composition.
2. type a letter, meeting teacher's established standards.

Career Development Subgoal (3)

6.2 For the individual to recognize that occupations tend to cluster in several ways.

Performance Indicator(s)Objective(s)(4)

6.2 (I) Given a cluster, the individual can identify the similarities among jobs in the cluster in terms of kind of work and education, and training entry requirements.

Career Development Student Outcomes (5)

Students will be able to:

1. determine their highest occupational interest cluster area from the results of the C.O.P.S. Interest Inventory.
2. identify the nature of the work, education and training required for three occupations in the students' highest interest cluster area

Lesson Activities (6)

Activity Title:

Typing Lesson With Related Student Research

Procedures:

1. Teacher will introduce the C.O.P.S. (California Occupational Preference System) Interest Inventory.
2. Students will take C.O.P.S.
3. Based on the C.O.P.S. results, students will research three compatible careers to determine the duties, education and training required for each in the school's Career Information Center.
4. Students will type a rough draft letter to the teacher explaining career choices and rationale for choice.
5. Students will edit their rough drafts.
6. Students will type the final copy of the edited letter (addressed to teacher at school address).
7. Students will proofread and correct final copy and submit to teacher.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will check: 1. rough draft of career choices and rationale. 2. editing of rough draft. 3. final copy.	Take and interpret results of C.O.P.S. - Two class periods of 54 minutes each. Research-Career Inf. Ctr. One class period of 54 minutes. Typing rough draft - One period of 54 minutes. Final typing - 1 class period of 54 minutes. Total time: Five class periods of 54 minutes each.	1. Typewriter 2. Paper 3. Eraser 4. C.O.P.S a. Inventory b. Interpretation Profile and Guide **Resources (10)** Material in Career Information Center	1. Arrange for Career Information Center time. 2. Obtain C.O.P.S. materials.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Linda Haberaecker Subject Typing I Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 11/17/77

Lesson Objective (1)

To type a letter indicating educational goals.

Original Lesson Student Outcomes (2)

Students will be able to:

1. type a rough draft of the letter.
2. edit the rough draft.
3. prepare a final copy from the edited rough draft.

Career Development Subgoal (3)

2.2 For the individual to establish goals to direct self development.

Performance Indicator(s)Objective(s)(4)

2.2 (H) For the individual to list personal goals and describe how these goals will result in self development.

Career Development Student Outcomes (5)

Students will be able to type in letter form:

1. Five class choices for next semester.
2. Statement of whether these classes were original or influenced choices.
3. A rationale for each choice.
4. A statement of whether he or she desires assistance in class selection for next semester.

Lesson Activities (6)

Activity Title:

Student Planning Letter

Procedures:

1. Students will receive a "Program of Study" booklet of high school courses.
2. Students will review booklet in class. Teacher may wish to invite a counselor into class to assist in review. Students review with parents and their own counselor on their own.
3. As a result of their review, students will select classes for next semester on the basis of personal career interest.
4. Teacher will introduce and review letter forms.
5. Students will compose at the typewriter a rough draft of a letter explaining course selections and rationale.
6. Students will edit rough draft, making necessary changes, if any.
7. Students will type final copy in specified letter and punctuation style of edited rough draft, and address the letter to the teacher at the school address.
8. Students will proofread letters and correct errors.
9. Students will submit proofread final copy to teacher for evaluation.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate the student's ability to develop and type a lucid letter regarding his or her educational goals by checking the following: 1. Are all letter parts typed properly? 2. Is letter typed in specified style (block, full block, or semi-block)? 3. Is proper punctuation style used (open, closed or mixed)? 4. Are errors corrected so that they are unnoticeable? 5. Is content of letter stated in form specified when letters were introduced?	Receive and review "Course of Study" booklet - One class period of 54 minutes Type and edit rough draft letter - 1½ class periods of 54 minutes each. Type and proofread final copy of letter - One class period of 54 minutes Total time: 3½ class periods of 54 minutes each.	Typewriter Paper Eraser "Program Of Studies" booklet **Resources (10)** Resource people: a. Parents b. Counselors c. Teachers d. Other students "Program of Study" booklet	Arrange for counselor to come to class.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Linda Haberaecker Subject Typing III Grades

Career Development Component Career Awareness Dates of Development January 2, 1978

Lesson Objective (1)

To familiarize students with composing and typing a formal manuscript

Original Lesson Student Outcomes (2)

Students will be able to:

1. identify proper manuscript form.
2. type rough draft of manuscript.
3. edit rough draft of manuscript.
4. type final manuscript from edited rough draft.

Career Development Subgoal (3)

5.2 For the individual to recognize the variety of types and sources of education and training.

Performance Indicator(s)Objective(s)(4)

For the individual to compare and contrast two or more post high school training programs (vocational school, junior college, college).

Career Development Student Outcomes(5)

Students will be able to:

1. identify at least two post high school business training programs.
2. identify program and entry requirements for each school.

Lesson Activities (6)

Activity Title:

Manuscript Composition

Procedures:

1. Counselor is invited into class to discuss programs and entry requirements of post high school business training, vocational schools, junior colleges and colleges.
2. Students take notes on presentation to be used in writing their manuscripts.
3. Teacher presentation and class discussion of criteria for formal manuscript. (see evaluation)
4. Students type rough draft of manuscript which compares the various programs described by the counselor.
5. Students edit rough draft of manuscript correcting spelling, punctuation and form.
6. Teacher critiques edited draft and student use of notes in preparing rough draft.
7. Students type final copy of edited manuscript.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher evaluation of manuscript (format, neatness, length, grammar, spelling and punctuation). The manuscript must include a description of at least two post high school business training programs, their entry requirements and the occupation(s) the training prepares one for.	1st class period: Counselor presentation 2nd class period: Formal manuscript criteria and begin writing 3rd - 5th class periods: periods: Type rough draft and critique. 6th - 7th class periods: type final manuscript. Total Time: 7 class periods of 54 minutes each	1. Note-taking pad and pencil 2. Typewriter in working condition (electric preferred) 3. Paper 4. Eraser, correction tape or correction fluid	1. Invite counselor to address the class. 2. Prepare a list of the criteria for students.
		Resources (10)	
		Typing textbook	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Linda Haberaecker Subject Typing 3 Grades 10 - 12

Career Development Component Career Decision Making Dates of Development 2/5/78

Lesson Objective (1)

To type manuscript based on research.

Original Lesson Student Outcomes (2)

The student will be able to:

1. compose and type a rough draft of a 3 to 5 page research manuscript.
2. edit the rough draft.
3. type a final copy.

Career Development Subgoal (3)

12.2 For the individual to identify and evaluate family, occupational, citizen, and/or leisure options in terms of self assessment.

Performance Indicator(s)Objective(s)(4)

12.2 (T) For the individual to explain how a specific employment option might relate to each of the following: leisure activities, subjects studied in school, and perceived social responsibilities.

Career Development Student Outcomes (5)

The student will be able to:

1. type a 3 to 5 page research paper about the preparation necessary for the career of his or her choice.
2. conclude as a result of the research whether he or she still wants to pursue this career.

Lesson Activities (6)

Activity Title:

Typing A Manuscript From Research

Procedures:

1. Teacher will introduce the typed manuscript from research project and review the format. Each manuscript must contain:
   a. a list of high school subjects that will help prepare him or her for that career.
   b. a listing of leisure activities and perceived social responsibilites that a person in that career might be involved in.
2. The student will use the material in the Career Information Center to determine the preparation necessary for the career of his/her choice.
3. The student will type a 3 to 5 page rough draft of the report.
4. The student will edit the report.
5. The student will type the final copy of the report and submit it to the teacher on the date designated.
6. Class discussion of research findings.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will check each student's report for content, spelling, grammer, format, neatness and typing.	Introduction and research (finish outside of class) Two class periods of 54 minutes each. Rough draft typing and editing - 1½ class periods of 54 minutes Final copy typing - 1½ class periods of 54 minutes Total time: 5 class periods of 54 minutes each	1. Typewriters 2. Paper	Reserve time in the Career Information Center.
		Resources (10)	
		Career Information Center	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Linda Haberaecker
Subject Typing 3
Grades 10 - 12
Career Development Component Career Planning and Placement
Dates of Development 2/1/78

Lesson Objective (1)

For the student to compose and type an employment letter.

Original Lesson Student Outcomes (2)

Each student will be able to compose and type a letter from a thought starter.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.2 (M) Given a job the individual is interested in, he or she will complete an appropriate letter of application.

Career Development Student Outcomes (5)

Each student will be able to compose and type an employment letter for a job of their interest.

Lesson Activities (6)

Activity Title:

Job Application Letter

Procedures:

1. Students receive a thought starter from the teacher giving information about a job opening.
2. The student types responses to questions on the thought starter.
3. The students edit their responses, correcting spelling and grammar errors.
4. The student types an application letter addressed to the teacher as Personnel Director of the company in the letter style of the teacher's choice.
5. The student proofreads the letter, correcting all errors, and signs it.
6. The student types an envelope and submits the letter to the teacher.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will check whether: 1. the student signed the letter. 2. the letter is in acceptable style. 3. all errors were erased and corrected. 4. student typed the envelope in the style specified.	Thought starter - 20 minutes Editing - 10 minutes Rough draft - 20 minutes Final copy - 20 minutes Envelope - 5 minutes Total time: 1½ to 2 class periods of 54 minutes each.		Prepare thought starter. Instead of using "thought starter" students could look for a job opening in the newspaper.
		Resources (10)	
		1. Teacher 2. Sample letter of application. 3. Youth employment coordinator 4. Co-op coordinator	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Millie Rodolosi Subject English - Basic Composition Grades 11 - 12
Career Development Component Self Awareness and Assessment Dates of Development 1/20/78

Lesson Objective (1)

To have students appraise and identify their reasons for taking the course, Basic Composition.

Original Lesson Student Outcomes (2)

Students will be able to:

1. identify their reasons for taking the course.
2. identify ways in which they will use the course content in the future.

Career Development Subgoal (3)

2.2 For the individual to establish goals to direct self development.

Performance Indicator(s)Objective(s)(4)

2.2 (H) For the individual to list personal goals and describe how these goals will result in self development.

Career Development Student Outcomes(5)

Each student will be able to list his/her personal class goals for the semester course in basic composition skills.

Lesson Activities (6)

Activity Title:

Identify Reasons For Taking Basic Composition

Procedures:

1. Teacher will distribute information sheet regarding class requirements and skill areas to be covered in course.
2. Students will write a brief paper indicating why they took the course and describing how they feel they will use the skills now and in the future. This paper will include answers to the following questions:
   a. Was the class recommended by your counselor, parents, friends, another teacher?
   b. Will you need this knowledge (basic composition skills) for another class?
   c. Did you just need another English class?
   d. Was this the only class available?
   e. Do you really want to improve your writing skills?
3. Class discussion of the assignment after the papers are handed in:
   a. Why they took the course.
   b. How they will use the learned skills in the future.
4. Using the information from the class requirements sheet and from the class discussion, each student will be asked to list his/her personal course goals for the semester.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Each student will complete two brief papers; 1. one paper identifying the reasons he/she took the course and how he/she will use the skills in the future. 2. one paper identifying his/her personal course goals for the semester.	Total time: Two class periods of 54 minutes each. One class period — review course requirements and have students complete paper on why they took the course. One class period -- class discussion of assignment and paper on personal goals.	1. Paper and pencil 2. Chalk	Identify questions you wish to ask the class.
		Resources (10)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Millie Rodolosi Subject Basic Composition Grades 11 - 12

Career Development Component Self Awareness Dates of Development 12/15/77

Lesson Objective (1)

To identify areas of weakness in basic writing skills for each student in the class.

Original Lesson Student Outcomes (2)

Students will be able to recognize a need to improve and reinforce basic writing skills.

Career Development Subgoal (3)

2.3 For the individual to recognize that change in self concept can be the result of learning, physical growth, and/or maturation.

Performance Indicator(s)Objective(s)(4)

2.3 (L) For the individual to predict the effect a particular learning experience will have on his or her self concept.

Career Development Student Outcomes(5)

The student will be able to recognize the need to use improved basic writing skills to express himself confidently and competently.

Lesson Activities (6)

Activity Title:

Survey Basic Writing Skills

Procedures:

1. Teacher will administer pretest - survey of basic writing skills including the following:
   a. Recognizing and using parts of speech
   b. usage
   c. grammar
   d. spelling
   e. vocabulary
   f. sentence structure
   g. punctuation
2. Students will correct their own tests. Each student will list the total number wrong in each area to find his/her weakest areas to be worked on throughout the semester.
3. Class discussion of the test results and common areas of weakness.
4. Teacher will discuss with class the need for basic writing skills for self improvement and personal communication, and to communicate for self progress (ie, jobs, college, etc.)

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will collect each student's pretest. He or she will use the pretest results to compare with the post-test which will be given at the conclusion of the semester.	Total time: Three class periods of 54 minutes each -- (one class period to administer pretest; two class periods to check and discuss test results. (Not necessarily in succession.)	1. Teacher produced pretest of basic writing skills	Select and organize material from mastery tests that should adequately measure the student's knowledge of basic writing skills. Duplicate test.
		Resources (10)	
		Mastery Tests to Accompany English Workshop, Blumenthal, Joseph; publisher, Harcourt, Brace & Jovanovich, Inc.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Millie Rodolosi
Subject English - Basic Composition
Grades 11 - 12
Career Development Component Self Awareness and Assessment
Dates of Development February 20 - 24, 1978

Lesson Objective (1)

To teach students the mechanics and techniques of sentence variety in writing.

Original Lesson Student Outcomes (2)

Students will be able to:

1. recognize effective use of, and need for, sentence variety in writing.
2. write sentences incorporating the various techniques of sentence structure to demonstrate their knowledge of sentence variety.
3. apply the use of sentence variety to construct a paragraph evaluating their own progress in basic writing skills to this point.

Career Development Subgoal (3)

2.2 For the individual to establish goals to direct self development.

Performance Indicator(s) Objective(s) (4)

Given information on how well he or she does in a specific subject and on specific skills involved in that subject, the individual can identify those skills which require further development.

Career Development Student Outcomes (5)

The students will assess their progress in basic writing skills since the class began and identify those skills which he or she feels require further development.

Lesson Activities (6)

Activity Title:

Progress Report

Procedures:

I. Teacher will introduce the use of and need for sentence variety to make writing interesting and effective. This will include:
   A. Variety in sentence beginnings.
   B. Variety in sentence length.
   C. Variety in sentence structure. (compound, complex, etc.)

II. Teacher will distribute material showing examples of sentence variety and practice exercises which students will complete in class.

III. After completing exercises and reviewing material on sentence variety, the teacher will issue the following assignment:
   A. Write one paragraph 5 - 15 sentences long regarding your individual progress in this class.
   B. This paragraph must have at least
      1. two compound sentences
      2. two complex sentences
      3. one compound-complex sentence
   C. You are to evaluate your improvement or lack of improvement in the following skills:
      1. Penmanship
      2. Spelling
      3. Vocabulary
      4. Sentence structure
      5. Grammar
      6. Punctuation
   D. The final paper must be proofread by another student and signed by that proofreader.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. The students will practice and apply basic writing skills and techniques of sentence variety through writing the assignment and proofreading at least one other paper. 2. The student will evaluate his or her own performance and progress through the assignment. 3. The teacher will help students set goals and evaluate work.	Total time: Three class periods of 54 minutes each. (two class periods for exercises, corrections and review; one class period to work on writing assignment in class.)	Teacher-prepared exercises. Assignment may be duplicated or written on the board. **Resources (10)** English Workshop II, 3rd or 4th ed. by Joseph Blumenthal; Pub., Harcourt, Brace, Jovanovich. Any English grammar text would be helpful to make up exercises.	Organize, duplicate and assemble exercise work sheets on: 1. variety in sentence beginnings. 2. variety in sentence lengths. 3. the compound sentence. 4. the complex sentence. 5. the compound-complex sentence.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Millie Rodolosi Subject English - Basic Composition Grades 11 - 12

Career Development Component Career Planning and Placement Dates of Development April 24 - 28, 1978

Lesson Objective (1)

To have students use writing skills to compile career information that could be of use to them in the future.

Original Lesson Student Outcomes (2)

Students will be able to:

1. identify three career alternatives.
2. locate, identify and organize the appropriate information.
3. demonstrate their acquired writing skills to compose three informative papers on three career choices.
4. recognize the need to be familiar with the training and educational requirements of various occupations.

Career Development Subgoal (3)

14.1 For the individual to identify and acquire information and skills necessary to gain further education and training related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.1 (K) For the individual to compare and contrast vocational or technical programs and apprenticeships in terms of where the preparation occurs, what it involves, and how long it takes to complete.

Career Development Student Outcomes (5)

Students will be able to compare and contrast the educational training programs needed to prepare for their chosen careers.

Lesson Activities (6)

Activity Title:

Career Research

Procedures:

1. Teacher will discuss the value of investigating more than one career choice.
2. Students will be instructed to select three different occupations--each from a different career cluster--to investigate.
3. For each occupation, the student will write an informative paper (approximately 200-600 words) which will include the following information:
   a. What are some specific tasks and responsibilities assumed?
   b. Identify some related occupations within the career cluster.
   c. What is the setting for the specific occupation (physical plant, location, etc.)?
   d. What skills, special training or education requirements are needed to acquire the job?
   e. What is the job outlook?
   f. Where can one obtain more information about the occupation?
4. The teacher will accompany students to the Career Information Center or Library to gather the necessary information.
5. The teacher should permit students to work approximately three days for each paper, depending on size of class and accessibility of information.

Evaluation (7)

Students will be evaluated on their ability to:

1. follow directions
   a. Identify three different occupations.
   b. Find information
   c. Organize information
   d. Compose the information
2. write neatly
3. spell correctly
4. use appropriate vocabulary
5. write correct sentences

Time Estimate (8)

Total time:
Nine class periods of 54 minutes each.

Three class periods of research and writing for each occupational choice.

Supplies/Equipment (9)

1. Teacher-made handout describing the information to be included in each research paper.

Resources (10)

Career Information Center or Library

Pre-Planning Tasks (11)

Pre-arrange time in the Center or Library to accommodate whole class.

(This could be adaptable--depending on the size and temperament of the classes involved. Teacher may prefer to send small groups.

Prepare handout.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Millie Rodolosi Subject English - Basic Composition Grades 11-12

Career Development Component Career Planning and Placement Dates of Development 2/27/78 and 2/28/78

Lesson Objective (1)

To make students aware of how ready they are to get a job.

Original Lesson Student Outcomes (2)

Students will be able to:

1. recognize the importance of employment readiness.
2. identify the steps necessary to find, get, and keep a job.

Career Development Subgoal (3)

15.1 For the individual to identify and utilize resources necessary in the implementation of his or her career plans.

Performance Indicator(s) Objective(s) (4)

For a given occupational goal, the individual can list the specific resources and skills needed to attain the goal.

Career Development Student Outcomes (5)

The students will identify the pre-employment documents and information needed to get a job of their choice.

Lesson Activities (6)

Activity Title:

Employment Readiness

Procedures:

1. The teacher will discuss the importance of being aware of the different aspects of job procurement.
    - a. Looking for a job.
    - b. Filling out an application.
    - c. Getting ready for an interview.
    - d. Going for an interview.
    - e. Missing an appointment
    - f. During the interview.
    - g. End of the interview.
    - h. On the job.
    - I. Mistakes and criticism.
2. Teacher will then administer pre-employment test (pages 5-8 in Guide to Employment booklet) and explain that it will not be graded.
3. Teacher and students will discuss pre-employment test responses.
4. Teacher will distribute Employment Checklist (page 10 of Guide to Employment) and discuss the importance of being prepared to look for a job. Documents and information students will need:
    - a. Social Security Card
    - b. Work Permit
    - c. Identification
    - d. References
    - e. High school transcript
    - f. high school diploma
    - g. Certificates and awards
    - h. Resume/data sheet
    - i. Pen
5. Students will identify the documents and information they now have and what they need to obtain for employment readiness.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will: 1. appraise how prepared they are to look for a job by listing the steps necessary to find, get and keep a job 2. Identify the documents and information they have and what they will have to gather to prepare them to look for a job.	Total time: Two class periods of 54 minutes each.	Duplicated handouts	Duplicate copies of the pre-employment test, pre-employment check list and sample Social Security Card.
		Resources (10)	
		A Guide to Employment, by Wayne County Intermediate School District, Project APPLY, 33500 Van Born Road, Wayne, Michigan 48184	

PREEMPLOYMENT TEST

Instructions: Please answer the following questions to the best of your ability. First read the statement. If you agree with it, place a check mark (✓) in the brackets under the column marked "Yes". If you disagree check "No". If you do not have an opinion or do not know which answer is correct, place a check mark in the brackets under the column marked "DK". You cannot pass or fail this test.

	When looking for a job, you should:	Yes	No	DK
1.	Talk to friends and neighbors to get ideas.	( )	( )	( )
2.	Tell everyone you know you are looking for a job.	( )	( )	( )
3.	Just check the want ads and nothing else.	( )	( )	( )
4.	Work full-time looking (40 hours a week).	( )	( )	( )
5.	Decide where you want to work, turn in your application at that place only, and go home to wait for a call.	( )	( )	( )

	When filling out an application, you should:			
6.	Print carefully and answer all questions fully.	( )	( )	( )
7.	Leave the addresses of the references off. The employer can look them up when he is ready to call them or write them.	( )	( )	( )
8.	Not mention any handicaps or the employer won't hire you.	( )	( )	( )

		Yes	No	DK
9.	Not write down the salary you expect even if there is a blank for it. The employer may pay you less than he would have or you may be asking too much.	( )	( )	( )
10.	Write in only those former jobs that you liked best.	( )	( )	( )

In getting ready for a job interview, you should:

		Yes	No	DK
11.	Wear clothing which is clean and neat, but which is suited for the sort of work you will be doing.	( )	( )	( )
12.	Find out what the company does before you go.	( )	( )	( )
13.	Make sure your appearance is neat and clean.	( )	( )	( )
14.	Apply lots of makeup and cologne.	( )	( )	( )
15.	Call the employer and confirm the appointment.	( )	( )	( )
16.	Call the employer and ask about the salary.	( )	( )	( )
17.	Ask the employer's secretary about the job.	( )	( )	( )
18.	Try to find someone who has some pull with the employer.	( )	( )	( )

When going for the interview, you should:

		Yes	No	DK
19.	Bring your mother, husband or wife to help you.	( )	( )	( )
20.	Discuss the job with your counselor and try to decide the best interview approach.	( )	( )	( )
21.	Plan to arrive at least 15 minutes early.	( )	( )	( )
22.	Plan to arrive a little early.	( )	( )	( )
23.	Plan to arrive a little late.	( )	( )	( )

		Yes	No	DK
	If you cannot keep your appointment you should:			
24.	Not bother the employer by calling him.	( )	( )	( )
25.	Call and ask for another appointment.	( )	( )	( )
26.	Bring a note from someone else to show the employer why you didn't come.	( )	( )	( )
	During the interview, you should:			
27.	Tell the employer that your last employer was very unfair and took advantage of you.	( )	( )	( )
28.	Volunteer only that information that the employer asks for, giving as few details as possible.	( )	( )	( )
29.	Tell him what you know about his company and its products and why you want to work for him.	( )	( )	( )
30.	Tell the employer about any disabilities, including all of the serious financial and family problems that have resulted from it.	( )	( )	( )
31.	Relax. Be yourself. Don't overdo the manners.	( )	( )	( )
	At the close of the interview, you should:			
32.	Thank him for his time, not matter what the outcome.	( )	( )	( )
33.	Make sure you have all the details straight if you are hired.	( )	( )	( )
34.	Press the employer for a decision.	( )	( )	( )
35.	Ask when you might expect ot hear from him.	( )	( )	( )

		Yes	No	DK
36.	Feel bad if you didn't get the job.	( )	( )	( )
37.	Be agnry if you didn't get the job.	( )	( )	( )
38.	Plan to call the employer back in a short time if no decision was made in the interview.	( )	( )	( )

When on the job, you should:

		Yes	No	DK
39.	Ask your fellow employees to help you if you don't understand something.	( )	( )	( )
40.	Ask your supervisor to help you if you don't understand something.	( )	( )	( )
41.	Be especially nice to your supervisor.	( )	( )	( )
42.	Not concern yourself with fellow workers.	( )	( )	( )
43.	Cover up for other employees' mistakes.	( )	( )	( )
44.	Work only as hard as you are being paid.	( )	( )	( )
45.	Do only what you like to do and don't let the supervisor tell you any different.	( )	( )	( )

If you make a mistake and are criticized for it, you should:

		Yes	No	DK
46.	Quit your job.	( )	( )	( )
47.	Call your counselor.	( )	( )	( )
48.	Tell the boss.	( )	( )	( )
49.	Be determined not to make the same mistake.	( )	( )	( )
50.	Feel stupid.	( )	( )	( )

PREEMPLOYMENT CHECK LIST

You should already have been measured in the first section for your level of employability. Now we will begin learning the skills involved in finding, getting, and keeping the job that you want. Preparing yourself with the materials and a Personal Data Sheet are among the first steps. Another word for a Personal Data Sheet is a resume.

Being well prepared is a basic principle of succeeding at anything. Getting a job is an important step in your life, and the better prepared you are, the greater your chances of succeeding. Therefore, everything that might be needed in finding and getting a job should be though of in advance and prepared.

Be prepared! Don't start to look for a job until you have everything together. This check list is a list of things you should have with you when applying for a job. You should collect all these and put them in a folder. Put a check in the box next to the ones you already have, and then collect the others.

☐ Social Security Card -- You must have a social security number before you can start to work.

☐ Work Permit -- If you are under 18 years of age, you must have a work permit. Work permits are applied for after you have an offer of employment.

☐ Identification -- Either a driver's license or a birth certificate is requred by most employers.

☐ References -- You should have at least three personal references - people who can testify to your character and ability.

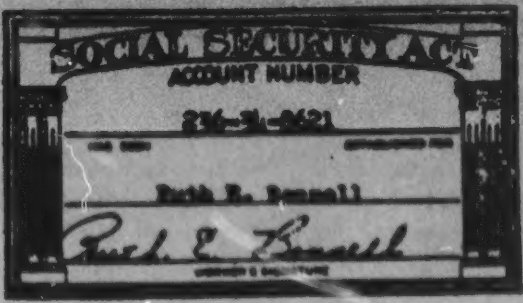
☐ High School Transcript -- Your high school transcript is helpful in completing applications and showing specific classes and grades.

☐ High School Diploma -- A high school diploma is often requested by employers as proof of graduation.

☐ Certificates & Awards -- You should have with you any form of recognition which can be shown to employers to prove accomplishment.

☐ Resume/Personal Data Sheet -- This will assist you in completing applications and should be left with employers to remind them of your qualifications. (get their permission first).

☐ Ink Pen -- Take your own pen to fill out an application. This will show you are prepared.



SOCIAL SECURITY ACT

ACCOUNT NUMBER

236-31-8621

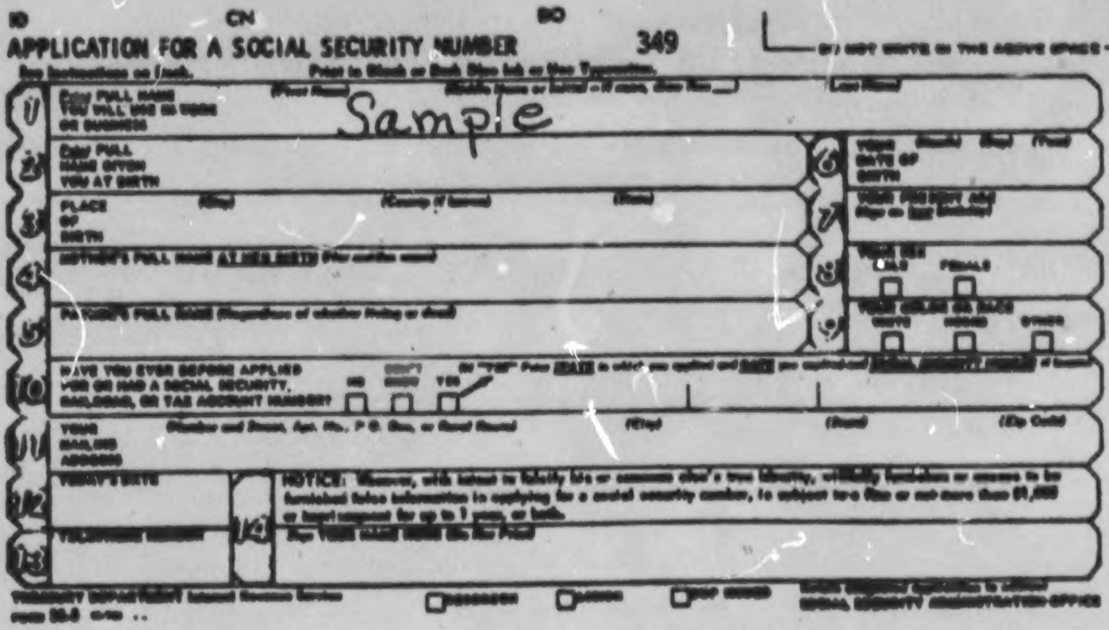
Ruth E. Bennell

Ruth E. Bennell

SOCIAL SECURITY

When you take a job, you must have a Social Security Card. If you don't already have one, you can get an application from the Social Security Office, Post Office, or from your school counseling department. Try to apply for your card at least 6-8 weeks before you need it. If you change your name or lose your card, you can secure a new one from the Social Security Office.

After receiving your card, be sure to keep it in a safe place, and always take it with you when you go to apply for a job. Attached is a sample application blank for you to examine. Be sure the card is filled out completely. If the card is not filled out completely or correctly, the application will be returned to you and a long delay will result. Remember, an employer cannot pay you until you have a Social Security Card in your possession.



ID CN DO

APPLICATION FOR A SOCIAL SECURITY NUMBER 349

1 Sample

2

3 PLACE OF BIRTH

4

5

6

7

8 ☐ ☐

9 ☐ ☐ ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? ☐ ☐ ☐

11

12

13

14

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Millie Rodolosi Subject English - Basic Composition Grades 11 - 12

Career Development Component Career Planning and Placement Dates of Development April 10 - 14

Lesson Objective (1)

To learn how to complete a job application form.

Original Lesson Student Outcomes (2)

The student will:

1. become familiar with information requested for most job applications.
2. recognize that although most application forms request similar information, they will vary.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.2 (M) Given a job the individual is interested in, he or she will complete an appropriate letter of application and/or employment application form.

Career Development Student Outcomes (5)

The student will be able to fill out an application form neatly, accurately, and completely.

Lesson Activities (6)

Activity Title:

How To Fill Out A Job Application Form

Procedures:

1. The teacher will explain that the purpose of the application form is to give the employer information about the applicant in order to determine the applicant's qualifications for the job.
2. Teacher will review and emphasize suggestions for filling out application forms (page 35 of A Guide To Employment):
   - *a. Read over the whole application form before you begin filling it out.
   - b. Fill out form in ink or type it.
   - c. Answer every question that applies to you. If it does not apply to you, either write "NA" or put a line through the space.
   - d. Spell correctly.
   - e. Be specific.
   - f. Be neat.
3. Teacher and students will go over hints for filling out job application forms (pages 36 and 37, A Guide To Employment) relating to individual sections of the sample job application form on pages 38 and 39.
4. Students will fill out three sample application forms using their data sheets for reference.
5. Students will select one application form to be evaluated by the teacher.
6. Students will keep samples in their files for future reference.

* Students should have their data sheets

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate one completed application form for each student.	Total time: One class session of 54 minutes.	1. Sample application form blanks. 2. Students' data sheets (completed earlier)	Duplicate several sample job application forms. These may be obtained from local employers, from Counseling, or from A Guide To Employment. Recommended samples from A Guide To Employment, pp. 38-39 for general format; (McDonald's, Michigan Utility, Consolidated Freightways)

Resources (10)

A Guide To Employment, Wayne County Intermediate School District, Project APPLY, 33500 Van Born Road, Wayne, Michigan 48184 (free on request).

Local employers.

The following steps are some hints on how to fill out an application the right way. Filling out a job application is an important step in getting a job, so do it carefully.

HINTS FOR SECTION 1

1. Give your complete address, including your zip code.

2. The question on marital status simply means whether you are single, married, separated, divorced, or widowed.

3. The question on place of birth means the city and state in which you were born, not the name of the hospital.

HINTS FOR SECTION 2

1. Try to have in mind all of the schools you have attended and the dates of your attendance. If there are several, it is a good idea to write them down before you apply for a job.

HINTS FOR SECTION 3

1. You can get some of this information from your Personal Data Sheet. However, your Personal Data Sheet may not include all your activities. When you fill out this part, be sure to include as much information as you can.

HINTS FOR SECTION 4

1. You should be able to get this information from your Personal Data Sheet. If you had any jobs you didn't think important enought to put on your Personal Data Sheet, include those on your application. Even being a paper boy or babysitter tells an employer a lot about you.

HINTS FOR SECTION 5

1. Be prepared to list several good references. It is much better to ask permission of those you plan to list. Those considered good references include: a) the pastor of your church, b) a former employer, c) a teacher who knows you well, d) friends who are established in business.

HINTS FOR SECTION 6

1. When you write or sign your name on the application, use your correct name, not a nickname. Your first name, middle initial, and last name are usually preferred.

DIRECTIONS: Now you are aware of the procedures for filling out an application. Here is a trial application for you to fill out. See if you can complete it using the hints suggested.

You have now learned the importance of an application, the most effective procedures for filling out an application, and have tried filling out one on your own. You are now ready to go on to the next step in acquiring a job -- the interview.

#1
[redacted]

an equal opportunity employer

APPLICATION FOR EMPLOYMENT

(Please Print)

COMPANY USE ONLY

DATE APPOINTED Month Day Year	REAPPOINTMENT: ☐ With continuous service ☐ Without continuous service	DIVISION		SALARY	INITIALS
☐ HO ☐ HO Fld. ☐ Corp. ☐ Service	☐ Reg. ☐ Day ☐ Temp. ☐ Night _____ Hours Per Week	TITLE OR DESIGNATION	JOB NO. JOB LEVEL HOURS PER DAY:	VACANCY	TITLE CODE

DO NOT WRITE ABOVE THIS LINE

1

NAME First (Middle) (Last)	DO YOU ☐ Live with parents ☐ Live with other relatives ☐ Board ☐ Own your home ☐ Rent	DATE OF APPLICATION (Month) (Day) (Year)	
RESIDENCE ADDRESS (Street) (City or Town) (State) (Zip Code)		DATES OF RESIDENCE FROM MO. YR.	TO MO. YR.
PREVIOUS RESIDENCE (Street) (City or Town) (State) (Zip Code)			
PREVIOUS RESIDENCE (Street) (City or Town) (State) (Zip Code)			
TELEPHONE NUMBER	SOCIAL SECURITY NUMBER	ARE YOU A CITIZEN OF THE U.S.A.? ☐ YES ☐ NO	
HEIGHT	WEIGHT	ANY PHYSICAL DEFECTS? (What) ☐ Yes ☐ No	
FATHER'S OCCUPATION	FATHER'S EMPLOYER	EMPLOYER'S ADDRESS	
MARITAL STATUS Single Divorced Married Separated Widowed	MAIDEN NAME (OR WIFE'S MAIDEN NAME) (First) (Last)	IF DIVORCED GIVE DATE AND PLACE	NO. OF DEPEN. / AGES OF DEPENDENTS
HUSBAND'S OR FORMER HUSBAND'S NAME (First) (Middle) (Last)	HUSBAND'S (WIFE'S) OCCUPATION	HUSBAND'S (WIFE'S) EMPLOYER	EMPLOYER'S ADDRESS

ACCOUNT COMPLETELY FOR YOUR TIME FROM THE FIRST YEAR OF HIGH SCHOOL TO THE PRESENT IN THE BOXES BELOW.

2

NAMES OF SCHOOLS ATTENDED	CITY & STATE	NO. OF YRS. Day	NO. OF YRS. Eve.	MAJOR SUBJECTS	GRAD. Mo.	GRAD. Yr.	GRADE AVERAGE	DEGREE

EXTRA-CURRICULAR ACTIVITIES (ATHLETICS, CLUBS, FRATERNITIES, ETC.)

3

HIGH SCHOOL ACTIVITY	HIGH SCHOOL OFFICES HELD	COLLEGE ACTIVITY	COLLEGE OFFICES HELD

SCHOLASTIC HONORS (SOCIETIES, AWARDS, SCHOLARSHIPS, ETC.)

[illegible]

(SEE REVERSE SIDE)

ACTIVE SERVICE WITH UNITED STATES ARMED FORCES

BRANCH OF SERVICE	SERIAL NO.	RANK OR RATE AT DISCHARGE
DATE (Mo.) (Day) (Yr.) OF ENTRY	DATE (Mo.) (Day) (Yr.) OF SEPARATION	TYPE OF SEPARATION (i.e., Expiration of Enlistment, Medical, etc.)

PREVIOUS WORK EXPERIENCE - PART TIME AND FULL TIME (List in order, last employer first)

NAME OF COMPANY	CITY & STATE	TITLE	PERIOD OF EMPLOYMENT			
			FROM		TO	
			Mo.	Yr.	Mo.	Yr.

4

FOR WHAT SPECIAL KIND OF WORK HAVE YOU A PREFERENCE?

ARE YOU WILLING TO BE TRANSFERRED TO ANOTHER LOCATION? ☐ Yes ☐ No

WERE YOU REFERRED BY A EMPLOYEE? ☐ YES ☐ NO	IF YES, STATE NAME		DEPARTMENT
HAVE YOU ANY RELATIVES, FRIENDS OR ACQUAINTANCES NOW EMPLOYED BY ? ☐ YES ☐ NO	IF YES, STATE NAME	RELATIONSHIP	DEPARTMENT

CHARACTER REFERENCES *(Do not use the names of relatives or former employers.)*

NAMES	ADDRESSES

5

I authorize investigation of all statements contained in this application blank if I am considered for employment and hereby authorize previous employers, personal references named, or any other person or persons to whom the Company may refer to give any and all information regarding my employment or scholastic standing together with any other information, personal or otherwise, that may or may not be on their records.

I understand that misrepresentation or omission of any fact called for hereon, or on any other statements made in connection with my request for employment, or receipt by the Company of unsatisfactory references, will be sufficient cause for dismissal from the Company's service if I shall have been employed.

6

Applicant's Signature ____________________ *(First)* *(Middle)* *(Last)*

NOT TO BE COMPLETED BY APPLICANT

DATE OF INTERVIEW	COMMENTS

TO BE COMPLETED AFTER EMPLOYMENT

I have seen ____________

and am satisfied that ____________

Month Day Yr.

is employee's correct date of birth.

INITIALS

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Millie Rodolosi Subject English - Basic Composition Grades 11 - 12

Career Development Component Career Planning and Placement Dates of Development 3/13/78

Lesson Objective (1)

To familiarize students with abbreviations commonly used.

Original Lesson Student Outcomes (2)

The students will:

1. recognize words and their abbreviations which are commonly used in writing.
2. apply this information by transcribing abbreviations to complete words.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

For the individual to identify and use one source of information about jobs available in his or her community.

Career Development Student Outcomes(5)

1. The student will recognize the abbreviations of words used in want ads and apply this knowledge by transcribing all abbreviations to complete words in several different want ads.

Lesson Activities (6)

Activity Title:

Learning to Read Want Ads

Procedures:

1. The teacher will review abbreviations used in writing (use dictionary).
2. The teacher will review the list of want ad abbreviations on page 24 of A Guide to Employment.
3. Students will fill in the spaces beneath the sample want ads.
4. The teacher will then go over the exercise.
5. The teacher will then provide several want ad sections for the students to use in class for the following activity:
   a. Find five different want ads for five different occupations you might be interested in.
   b. Cut out each want ad and staple it to a piece of notebook paper.
   c. Rewrite each want ad, changing all abbreviations to complete words.
6. The teacher will check the rewritten versions of the want ads and return them to the students to be put in their files for future reference.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will understand want ad words and their abbreviations. Teacher will: 1. quiz students on their knowledge of abbreviations. 2. check each student's rewritten want ads.	Total time: Approximately 74 minutes. (One class period of 54 minutes for introduction, exercises and activity, and approximately 20 minutes during another class period for the quiz.)	1. Newspapers 2. Duplicated exercises and quizzes 3. Scissors 4. Stapler 5. Paper and pencil	1. Duplicate the exercise on page 24 from A Guide To Employment 2. Develop and duplicate the quiz. 3. Bring in want ad section from city and local newspapers.
		Resources (10) A Guide to Employment, published by Wayne County Intermediate School District, Project APPLY, 33500 Van Born Road, Wayne, Michigan 48184.	

HELP WANTED ABBREVIATIONS

EXERCISE: Read the two help-wanted ads given below. In the spaces beneath the ads, write each abbreviation and its word meaning.

HELP WANTED

WELDER - 1 yrs. exp. nec. Hvy. eqpt. maint. Gd. pay. Machine shop. North of city. Call 472-6072 for appt. aft. 5 p.m.

HELP WANTED

RECEPTIONIST - For H.S. Office. Age 18 - 25. Typ. 45 wpm, sh. 65 wpm. Exc. ftr. Sal. open. Phone 251-3846 bet. 9-11 a.m.

WELDER -

1. yrs. years
2.
3.
4.
5.
6.
7.
8.
9.
10.

RECEPTIONIST -

1. H.S. High School
2.
3.
4.
5.
6.
7.
8.
9.
10.

WANT AD WORDS AND ABBREVIATIONS

admin.	administrative	ind.	industrial
adv.	advertising	intvw.	interview
aft.	after	jr.	junior
agcy.	agency	lt.	light
a.m.	morning	lic.	license
appt.	appointment	mach.	machine
asst.	assistant	manuf.	manufacturing
bkgd.	background	mech.	mechanic or mechanical
bus.	business	mo.	month
clk.	clerk	nec.	necessary
co.	company	op., oper.	operate or operator
coll.	college	oppty.	opportunity
comm.	commission	pd.	paid
corp.	corporation	p.m.	afternoon or evening
dept.	department	pref.	prefer
dir.	director	refs.	references
div.	division	sal.	salary
eqpt.	equipment	secty.	secretary
etc.	and so on	sh.	shorthand
eves.	evenings	sr.	senior
exc.	excellent	stdnt.	student
exp.	experience	steno	stenographer, stenography
ext.	extension	swbd.	switchboard
ftr.	future	tech.	technical
gd.	good	temp.	temporary
gen., gen'l	general	trnee.	trainee
grad.	graduate	typ.	typing or typist
h.s.	high school	yr.	year

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Millie Rodolosi
Subject English - Basic Composition
Grades 11 - 12
Career Development Component Career Planning and Placement
Dates of Development March 1-4, 1978

Lesson Objective (1)

To help students gain competency in the preparation of a personal data sheet or resume.

Original Lesson Student Outcomes (2)

The students will:

1. compile the necessary information to be contained in a personal data sheet and/or resume.
2. identify appropriate language and forms to be used.
3. recognize the need for neatness and accuracy in all forms of communication and record keeping.

Career Development Subgoal (3)

13.2 For the individual to identify and investigate prerequisites for reaching goals.

Performance Indicator(s)Objective(s)(4)

13.2 (F) Given a specific goal that a person is seeking to attain, the individual can identify the prerequisites which that person will have to meet in order to attain the goal.

Career Development Student Outcomes(5)

The students will develop an understanding of the need for a properly developed personal data sheet or resume.

Lesson Activities (6)

Activity Title:

The Personal Data Sheet or Resume

Procedures:

1. The teacher will distribute copies of sample personal data sheets, directions for filling out a personal data sheet and a blank data sheet to complete.
2. The teacher will discuss the use of a personal data sheet:
    a. to send to employees.
    b. to aid student when filling out applications.
    c. to leave as a reminder after an interview.
3. The teacher will discuss the need for:
    a. neatness
    b. accuracy
    c. typing
4. The teacher and student will go over the facts to be included on a personal data sheet using the explanations that are included (page 16 of attachment):
    a. Personal
    b. Education
    c. School activities
    d. Interests and hobbies
    e. Work experience
    f. References
5. The students will fill out the sample (blank) personal data sheet (page 15) in class with assistance from the teacher.
6. Homework assignment: Construct a personal data sheet that is typed neatly and accurately and can be used by the students.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Student will complete a personal data sheet. 2. Teacher will evaluate the student data sheets according to acceptability by a potential employer: a. The information contained b. The format c. The language d. The neatness	Total time: One class period of 54 minutes.	Duplicated data sheets and directions.	Duplicate copies of pages 14, 15, 16 on the personal data sheet from A Guide to Employment for each student.
		Resources (10)	
		A Guide to Employment by Wayne County Intermediate School District, Project APPLY, 33500 Van Born Road, Wayne, Mich. 48184	

PERSONAL DATA SHEET

PERSONAL INFORMATION

NAME: James Wilson
ADDRESS: 100 Abbey Road
Wayne, Michigan 48184
TELEPHONE: 322-1111
AGE: 18 **HEALTH:** Excellent

School	Major	Date Completed	Degree
Michigan High School	Auto Mechanics	June, 1974	High School Diploma

SCHOOL ACTIVITIES

Pep Club, Industrial Arts Club, Business Office Club

INTERESTS & HOBBIES

Cars, sports

WORK EXPERIENCE

Employer	Position	From	To	Duties
ABC Company	Salesperson	6/9/74	12/9/74	Sales

REFERENCES

1. Rev. James Brown, Minister, Michigan Church, Taylor, Michigan
2. Mr. John Green, Neighbor, ABC Company, Wayne, Michigan 48184
3. Mrs. June Black, Supervisor, XYZ Company, Inkster, Michigan

Most job openings are filled by people who have prepared themselves. One of the extra steps, which will help convince an employer that you are prepared, is to complete a Personal Data Sheet. This has three uses.

1. They are sent to employers along with a letter of inquiry when in search of a job.
2. They are useful in helping you to complete job applications.
3. They can be left with an employer after an interview to remind him that you are prepared and willing to do something extra, and they show you are interested.

Here are a few hints to help you complete a Personal Data Sheet.

1. Neatness -- The information presented tells the employer something about you. The way that you prepare your material also tells an employer something about you.
2. Typed Form --If you don't type, find someone to type it for you.
3. Accuracy -- Spelling is important and also creates a positive impression on the employer.

CONSTRUCTING A PERSONAL DATA SHEET

DIRECTIONS:
Review the instructions given for each section and the "hints" on how to make your resume presentable. By using the blank Personal Data Sheet form and completing these six steps, you will have made an actual Personal Data Sheet that may be typed and will look like the sample on the preceding page.

PERSONAL DATA SHEET

PERSONAL INFORMATION

1 Name:
Address:

Telephone: Age: Health:

EDUCATION

2

School	Major	Date Completed	Degree

SCHOOL ACTIVITIES

3

INTERESTS & HOBBIES

4

WORK EXPERIENCE

5

Employer	Position	From	To	Duties

REFERENCES

6
1.
2.
3.

You have now learned the basic skill of preparing the materials and resume to help you get a job. It is an important skill to have if you plan to get the job you want. More skills are needed to insure that you succeed. Among these is finding where the jobs are, which will be covered in the next section.

PERSONAL INFORMATION: **Facts about you**

1

On your Personal Data Sheet fill in the information that tells about you in Section I.

REMEMBER:

All the information you put on the Personal Data Sheet should be accurate, and your final copy must be neat and typed.

EDUCATION: School Courses You Have Taken

2

1. List the schools you attended on the Personal Data Sheet in Section 2.
2. List your main area of study or your major.
3. List the Diploma or Certificate of Achievement.

REMEMBER: Your information should look like this for each school.

School	Major	Date Completed	Degree
Michigan High School	Trade and Industry	June, 1976	High Degree

---

SCHOOL ACTIVITIES: Clubs, Sports, Groups You Were In, Offices Held, Special Honors and Awards

3

List your school activities on your Personal Data Sheet in Section 3.

REMEMBER: School activities show an employer that you are the kind of person who puts out extra effort.

INTERESTS AND HOBBIES: Special Things You Like To Do

4

On your Personal Data Sheet list your interests and hobbies such as: sports, crafts, cars, reading, dancing, bikes, music, in Section 4.

REMEMBER: Your interests tell a lot about you and the kind of person you are. If you have the same interests as the employer, it may give you an edge.

WORK EXPERIENCE: Jobs You Have Worked

5

On your Personal Data Sheet list all of the paid jobs you have had. You may also list your non-paid work experience in Section 5.

REMEMBER: Your information should look like this:

Employer	Position	From	To	Duties
ABC Company	Salesperson	6/9/74	12/9/74	Sales

PERSONAL REFERENCES: People Who Can Tell Employers Good Things About You

6

On your Personal Data Sheet list three people (not parents or relatives) who know you well enough to recommend you to an employer. Ask before using a persons name to make sure its alright.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Millie Rodolosi Subject English - Basic Composition Grades 11 - 12

Career Development Component Career Planning and Placement Dates of Development January 12, 1978

Lesson Objective (1)

To develop a list of employment sources that students can use to find a job.

Original Lesson Student Outcomes (2)

The student will:

1. become familiar with and learn to identify the major sources of job openings.
2. be able to look for major sources of job openings as he or she needs them.

Career Development Subgoal (3)

15.1 For the individual to identify and utilize resources necessary in the implementation of his or her career plans.

Performance Indicator(s)Objective(s)(4)

15.1 (A) Given a goal the individual has identified (e.g., to go fishing with a friend or family member), he or she can identify the resources necessary to implement that goal.

Career Development Student Outcomes (5)

The student will develop a working list of the major sources of job openings for his or her personal use.

Lesson Activities (6)

Activity Title:

Where To Look For A Job

Procedures:

The students should know their employability readiness after having gathered necessary documents and filled out a personal data sheet. This lesson is to help them learn the major places to go or to contact when looking for a job.

1. The teacher will explain the objective to the class that knowing sources will increase the probability that they will get the jobs they desire.
2. Students will read Page 20-21 of the activity, "Where To Look For A Job" (attached); then do the exercise on pages 22-23. Students will use telephone directories and the want ads to learn and practice how to locate information from these sources.
3. The teacher will check these exercises to be sure the student has the appropriate information.
4. A guest speaker from an employment agency could be invited in to discuss the agency services.
5. Students should put the list of sources (pages 20-21) and the completed exercises in their files for future use.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will develop a list of employment sources that they can use to find a job. The teacher will check each student's exercise on "Where To Look For A Job" and his/her developed personal list.	Total time: One class period of 54 minutes.* *If a guest speaker is invited into class, increase the time of the unit accordingly.	1. Telephone directories to use in class; both local and large metropolitan area yellow and white pages. You should have at least one directory for every five students. 2. Want ad sections of newspapers.	1. Duplicate the "Where To Look For A Job" exercise from A Guide To Employment. 2. Arrange to have telephone directories and want ad sections in the classroom.
		Resources (10)	
		A Guide To Employment, pp. 21 thru 23, Wayne County Intermediate School District, Project APPLY, 33500 Van Born Road, Wayne, Mich. 48184. (free on request) Guest speaker from an employment agency to discuss their services.	

Where To Look For A Job

You should know your employability readiness at this point, have filled out the Preemployment Checklist, and then developed the Personal Data Sheet. All of these activities prepare you for the next step of discovering where to look for a job. There are some definite skills involved in knowing where to look for job openings.

Getting the job that you want is not a simple process. The more job openings that you are aware of the greater your chances of getting the one that you want. In order to increase the number of openings that you are aware of, you will benefit from knowing the major sources of openings.

The objective of this section is to familiarize you with these sources. A list of the sources found in this area are included. In addition, there is an exercise which, when completed, will give you practice in identifying the major sources.

The following is a list of the places to go for aid in finding a job. Anyone might be your key to getting a job. Review the list.

Civil Service Office
(800) 572-8242
144 W. Lafayette
Detroit, Michigan
Government job listings are available. Civil Service exams are given to applicants to determine. Applications can be mailed to you. by calling the above number.

Michigan Employment Security Commission
All Michigan jobs listed here by geographical area -- anyone registered and meeting requirements may apply.

Army
Navy
Air Force   See phone book under U.S. Government
Marines
Coast Guard
Usually open to all physically fit men and women 17 years of age or above.

Want Ads of Newspapers
Must be followed every night to be useful. Most ads run several days but are actually filled the first day.

Friends and Relatives
Most productive source of jobs. The more people you make aware of your need for a job, the better your chances of -- 1) hearing about an opening, and 2) actually getting the job.

Private Employment Agencies
See Yellow Pages under "Employment Agencies". Anyone can use these agencies, but they guarantee nothing, and you pay nothing unless they find you a job. In that case, you pay 1/2 to 1 months salary.

Yellow Pages of the Phone Book
Lists businesses by type of product, service, and/or geographical location. Can be of great help in locating particular types of jobs which interest you.

Private Employers
These are all businesses not subsidized by taxes (most stores, offices, factories, etc.). Go in person to the business, ask for the manager and tell him/her you would like to apply for a job.

Temporary Employment Agencies
You register and are tested at these places, and then sent to jobs on a day-to-day basis, the company keeps a portion of your earnings.

Colleges
All colleges in Michigan have a Student Placement Office. Register with them and find out how they operate (limited to students or graduates of the college.)

School Placement Services
Some schools have student placement services that are available to all students.

Union Halls
(Listed in Yellow Pages Most skilled trade unions take applications at the union hall.

Teachers
Let teachers, co-op coordinators, counselors know you're looking for work. They may know of some job leads.

Situation Wanted Column of Newspapers
Take out an ad in a local newspaper, It will enable you to advertise your wants and skills.

Bulletin Boards in Public Spots
Sometimes job openings are listed on bulletin boards in grocery stores, department stores, and other public places. These jobs are usually part-time or temporary.

1
____
Street Address
____
City, State
____
Date

2
______________________ Person's Name or Title
______________________ Company Name
______________________ Address
______________________ City, State

Dear ______________: Name

3
____
____
____
Purpose

4
____
____
____
Background

5
____
____
____
Ask for Interview
Telephone
Thank you

6
____
Your Name

Your employability skills are beginning to mount. You have now found out your readiness for employment, prepared yourself with a Checklist and a Personal Data Sheet, found out where the jobs are located, and now how to write an employment letter. Your next step is another written source for the employer, the application

WHERE TO LOOK FOR A JOB

EXERCISE: This exercise will give you a chance to see how well you know the major sources of jobs. The following are examples of where job leads can be found. Use the space below to record information.

The want ads in the newspaper are a good source of job leads. There are different size newspapers covering the same area many times. Write the names of the newspapers in your area.

1.
2.
3.
4.

The Yellow Pages of the telephone book may also offer job leads, but in a different way. The Yellow Pages ads will give you an idea of the different kinds of companies in your area. Write the names, addresses and telephone number of the companies that might have the type of position you are looking for.

	Company	Address	Telephone Number
1.			
2.			
3.			

Public employment agencies are set up to help people find jobs. In Michigan the Michigan Employment Security Commission (MESC) is more than the unemployment office. The MESC can help you find a job. Record the MESC and its telephone number.

Name:
Phone:
Address:

Friends and relatives are another good source of job leads. Think about the people you know, what they do, and where they work. Record the names of the people who work for an employer having a position like the one you are looking for.

	Name	Work Location	Duties
1.			
2.			
3.			

Your school may have a school placement office. You should find out where it is, who is in charge and record the information. The placement director, counselor, teacher, and co-op coordinator are all people who may be able to help you find a job.

	Contact Person:	Telephone Number:
1.		
2.		
3.		

Most larger companies have employment offices. If there are large companies in your area that have positions like what you are looking for, you should visit these to see if they have any jobs posted. But first, write the names, addresses and telephone numbers of these companies.

	Company Name:	Address:	Telephone No.:	Directions:
1.				
2.				
3.				
4.				
5.				

Private employment agencies are sources of employment. There is a charge for their services. Many employers use private agencies to screen applicants if they do not have a personnel department. Look in the Yellow Pages of the telephone book. Make a list of the private employment agencies near you.

	Name:	Location:	Telephone No.:
1.			
2.			
3.			
4.			

You now know your employment readiness, how to prepare for a job and where to find the job that you want. You have some of the skills that you need to reach your goal, but there are still some more to learn. The activity that you will learn in the next section is writing employment letters.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Millie Rodolosi
Subject English - Basic Composition
Grades 11 - 12
Career Development Component Career Planning and Placement
Dates of Development 2/2/78

Lesson Objective (1)

To have students recognize and identify the reasons to strengthen and improve their writing skills.

Original Lesson Student Outcomes (2)

Students will be able to:

1. develop a neatly written paper using proper sentence structure, correct spelling and good vocabulary.
2. recognize that one needs to be able to write to be able to qualify for most jobs.

Career Development Subgoal (3)

13.1 For the individual to identify and state tentative career goals and alternative goals.

Performance Indicator(s) Objective(s) (4)

For the individual to recognize that forming multiple career goals can enhance a person's flexibility.

Career Development Student Outcomes (5)

Students will be able to recognize that one should select or think about more than one career choice for the future in case the first interest does not materialize.

Lesson Activities (6)

Activity Title:

Why Write Right?

Procedures:

1. Teacher will introduce and show two career films:
   a. Career - Communications
   b. Communicating With The Public
2. Class discussion:
   a. of the situations that developed in the films.
   b. of the need for multiple career choices.
3. Students are given a written assignment which includes:
   a. What career or careers are least likely to become automated?
   b. What jobs/careers may not require any language skills (reading, writing, vocabulary, spelling, grammar) to obtain or function on?
   c. Name three careers or occupations you think you might be interested in (priority wise) and explain why you are interested in each.
   d. List the language skills needed for each career chosen.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will complete the written assignment answering the questions as listed. The papers will be evaluated on content and proper use of grammar and usage skills.	Total time: Two class periods of 54 minutes each. First class period - Introduction and films. Second class period - Class discussion and assignment.	1. Movie projector 2. Movie screen	1. Order films. 2. Arrange for movie projector and screen.
		Resources (10)	
		16mm films: Careers - Communications, ("Careers in the 70's" series) Doubleday Multimedia, 12 minutes, color; A look at the many creative occupations available in printing, advertising and photography. Communicating With The Public ("Careers in the Office" series) Britannica Educational Corp., 12 minutes, color; Presents effective techniques of communicating by telephone, by correspondence and in person for persons working in an office.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Millie Rodolosi Subject English - Basic Composition Grades 11 - 12

Career Development Component Career Planning and Placement Dates of Development 3/26/78

Lesson Objective (1)

To prepare students to develop an employment letter which will introduce their qualifications and interest in applying for a specific job.

Original Lesson Student Outcomes (2)

Students will:

1. understand the process of writing an employment letter.
2. compose a sample employment letter.
3. retain the information and sample of the employment letter for future use.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.2 (M) Given a job the individual is interested in, he or she will complete an appropriate letter of application.

Career Development Student Outcomes (5)

The student will write a letter of employment for a particular job in which he or she is interested.

Lesson Activities (6)

Activity Title:

Writing The Employment Letter

Procedures:

1. Teacher will explain that the purpose of the activity is to prepare them to develop a letter which will introduce their qualifications and their interest in applying for a job.
2. Students will read the sample employment letter on page 27 of A Guide To Employment.
3. Teacher and students will review the directions for writing employment letters and"Tips on Writing A Good Application Letter" on page 28 of A Guide To Employment.
4. Students will choose a job for which to apply.
5. Students will write a sample employment letter using the example on page 30 of A Guide To Employment. The teacher will assist students with the sample.
6. The students will use the sample to write a final copy.
7. After the teacher has checked the final copy, the student should put the directions and final letter in his or her file for future use.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will develop a sample employment letter which will introduce their qualifications and interest in a specific job.	Total time: One class period of 54 minutes.	Duplicated "Employment Letters" exercise.	Duplicate pages 27, 28, 29, 30 of A Guide To Employment.
		Resources (10)	
		A Guide To Employment, Wayne County Intermediate School District, Project APPLY, 33500 Van Born Road Wayne, Michigan 48184 (free on request).	

EMPLOYMENT LETTERS

1000 First Avenue
Wayne, Michigan 48184
February 6, 1976

Mr. John Moore
ABC Company
400 Fifth Avenue
Garden City, Michigan 48135

Dear Mr. Moore,

I am interested in applying for the Secretarial position that is currently open in your company.

Upon graduation from Michigan High School, I successfully completed my major field of study in Business Education. This program included courses in general business and office practice and procedures. My typing rate is 65 words per minute and dictation rate is 120 words per minute. Although my skills are good, my plans include taking courses at the Community College to further improve and expand them.

I would appreciate an opportunity to interview for this position at your convenience. My phone number is 767-4030. Thank you for your consideration.

Sincerely yours,

Denise Wilson

"Employment letters are also called letters of application and letters of inquiry. In many cases, these letters are your first contact with an employer. These letters will leave a lasting impression with the employer and are important. The main purpose of these letters is to establish contact with an employer that will lead to an interview and eventually employment."

EMPLOYMENT LETTER

The sections on Employment Readiness, Personal Data Sheet and Preemployment Checklist, and Where To Find A Job proceed this section. They prepare you for this step, which is writing an employment letter.

The employment letter is your first actual contact with the employer. With it, you are trying to convince him that it is worth his while to interview you. How you write and present the letter has a great deal to do with his eventual decision about hiring you. This section will give you the skills necessary to write the letter in a manner that represents you well.

In this section, there is a smaple letter which you can read that will give you an idea of an effective communication. Following this, there are tips on writing a good application letter along with six steps which you should take to design and write a letter. An exercise which will give you practice in writing the letter is included.

Tips on Writing A Good Application Letter:

1. Write on only one side of plain white paper.
2. Using ink or a ballpoint pen, write neatly and correctly. If possible, have the letter typed.
3. Be sure that your words are spelled correctly and that your sentences are complete. Use a dictionary to check your spelling.
4. Keep your letter short, but include enough information about yourself to make someone want to know more about you.
5. Tell why you are interested in the job. Get to the point. Give enough information to show that you qualify for the job.
6. Be definite but brief about your education and experience. If you get an interview, you can give full details. In the letter briefly describe your qualifications. Tell what you do; not what you cannot do.
7. Be sure you ask for a personal interview at which you will give more details about your qualifications.
8. Keep in mind that your letter should show your personality and style. A letter which attracts the attention of the employer will be more likely to get an interview for you and a chance for the job.

EXERCISE:
By following the six steps outlined below, you will be able to write an employment letter. Use the sample form employment letter. You may use the sample on the first page as a guide and have your instructor check your letter for neatness and accuracy.

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1 Make sure the reader has the information needed to contact you by mail or phone.

On your employment letter form, put your address in Section I and your telephone number in the last paragraph. Also, put the date under your address.

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2 Address the letter to a specific person or position.

On your employment letter form, put the name and address of the person you are writing to in Section 2 and just the name or position (Personnel Director) in the "Dear ____________:" part.

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3 Clearly state the purpose of the letter in the first paragraph.

In your employment letter form, state the purpose of your letter in the first paragraph. You may use the sample on the first page as a guide.

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4 Include a brief description of your background and present situation.

On your employment letter form, put your background information in the paragraph in Section 4. You may use the sample on the first page as a guide.

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5 Request an interview and thank the reader.

On your employment letter form, request an interview and thank the reader in the last paragraph, Section 5. Also, include your telephone number in this section.

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6 Make sure your name is on the bottom of the letter.

Sign the letter in Section 6. Under this, your name should be typed.

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*NOTE: When you send an employment letter it should be typed!

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject Communications Grades 11 - 12

Career Development Component Self Awareness and Assessment Dates of Development 6/19/78

Lesson Objective (1)

To stimulate an awareness of and an appreciation of an individual's physical and intellectual self.

Original Lesson Student Outcomes (2)

Students will be able to:

1. verbalize or write a list of their physical and intellectual skills that contribute to their uniqueness as individuals.
2. discuss or write about an experience with a physically or mentally handicapped person and what impressions or impact this experience has had on them.

Career Development Subgoal (3)

1.1 For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

Performance Indicator(s)Objective(s)(4)

1.1 (M) For the individual to explain how physical handicaps can affect an individual's development of physical skills.

1.1 (N) For the individual to explain why one individual who works very hard might achieve academic success similar to that of another individual who does not work as hard.

1.1 (P) see page 2

Career Development Student Outcomes(5)

1. Students will be able to explain how physical and mental handicaps can affect a person's career choice.
2. Students will suggest ways in which an individual can show "appreciation" for his physical and mental well-being.

Lesson Activities (6)

Activity Title:

"Are You Doing the Most With What You Were Given?"

Procedures:

1. Students will view a 13-minute 16mm. film about an extremely handicapped but courageous individual, Leo Beurman. (Also title of film)
2. After film, students would "react" in their journals; then be permitted to comment freely (react) in a whip (round). Teacher will then direct discussion with three questions.*
   a. What does it take to "overcome" a handicap?
   b. If you had to lose one of your senses (physical or mental), and you had the choice, which would you give up?
   c. How would your life change if the above occured?
3. *Students will think about these three questions and write in their journals. The actual discussion would take place the following class session.
4. After discussion took place, students would read a play entitled "Winning"from Scholastic Voice, May 4 and 11, 1978; a play concerning a high school football star paralyzed in a football game. Discussion of play would follow. Students would "react" to play in their journals.
5. Students would then break into three groups. One group would be involved in working with special education students in the building under the leadership of the special education teacher. Group Two would visit the blind program at neighboring high school. Group Three would be involved

(continued on Page 2)

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher informal evaluation of discussions. 2. Teacher formal evaluation of class and group activities as reacted to by student in journal. 3. Teacher formal evaluation of final paper.	Total time: Two weeks	Movie: "Leo Beuerman," Centron Education Films, 1621 W. 9th St., Lawrence, Kansas 66044 (13 min.) Movie: "Helen Keller In Her Own Story," Phoenix Films, 743 Alexander, Princeton, N.J.,08540 (45 min., black & white)	1. Get films ordered for two-week planning period. 2. Get issues of Scholastic Voice Magazine.

Resources (10)
Scholastic Voice Magazine, May 4, 1978, "Winning," Pt. 1; May 11, 1978, "Winning," Pt. 2, Scholastic Magazines, Inc., 2280 Arbor Blvd., Dayton, Ohio 45459.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg
Subject Communications
Grades 11 - 12
Career Development Component Self Awareness and Assessment
Dates of Development 6/19/78

Lesson Objective (1)

Original Lesson Student Outcomes (2)

Career Development Subgoal (3)

Performance Indicator(s)Objective(s)(4)

(continued from Page 1)

1.1 (P) For the individual to list his or her physical, intellectual and emotional characteristics that contribute to his or her uniqueness.

Career Development Student Outcomes(5)

Lesson Activities (6)

Activity Title:

"Are You Doing the Most With What You Were Given?"

Procedures:

(continued from Page 1)
in supervised experiments in which they would simulate the experiences of the blind and/or the deaf. Each group activity would last for two days.

6. On the third day the groups would report back on their experiences in a whip as well as in their journals.
7. Students would view a 45-minute film entitled "Helen Keller In Her Own Story." Discussion would follow. Career infusion would be inserted here.
8. Students would then write a paper on how their physical and intellectual skills contribute to their uniqueness as individuals. Volunteers will read their papers in class.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject Communications Grades 11 - 12

Career Development Component Self Awareness and Assessment Dates of Development 6/23/78

Lesson Objective (1)

To gain some insight about behavior in a competitive pressure situation.

Original Lesson Student Outcomes (2)

Students will be able to:

1. compare and contrast their behavior in a competitive pressure situation with that of their classmates.
2. compare their assessment sheets prior to the "experiment" with their actual behavior during the experiment.

Career Development Subgoal (3)

1.3 For the individual to recognize settings and experiences that provide knowledge of self and others.

Performance Indicator(s)Objective(s)(4)

1.3 (L) Given an experience (e.g., a trip to a museum), the individual can describe the types of information about himself or herself that were gained from the experience.

Career Development Student Outcomes(5)

1. Students will be able to verbalize what they learned about themselves from the experiment.

Lesson Activities (6)

Activity Title:

Balloons and Pins - How Well Do You Know Yourself?

Procedures:

1. Teacher will hand out continuum ditto and ask students to rate themselves in the categories provided.
2. Teacher will then collect handout.
3. Teacher will divide class into groups of five members each.
4. Teacher will then distribute a small brown lunch bag to each group. In each bag will be five balloons, five straight pins and five pieces of tape.
5. Teacher will instruct all members to blow up the balloons, tie them and stick the piece of tape on the ends.
6. Teacher will then draw a six-inch square on the chalk board and give his last instruction: "Each group will attempt to place its balloons in the same 6" square. The group with the most balloons taped onto the square wins. Pins may be used defensively or offensively."
7. When the balloons have been burst, teacher will redistribute original handout and have students comment on the consistency or inconsistency of their behavior.
8. Students will also verbalize what they've learned about themselves and their classmates in a highly competitive situation.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will check continuum handout and informally evaluate follow-up discussion. 2. Students will compare and contrast their preconceived and post experiment behavior to the Balloons and Pins exercise and describe what they have learned about themselves as a result of the experiment.	Total time: One 54 minute class period.	1. Handout of continuum 2. Seven brown lunch bags for class of 35 (one bag per group of 5 members). 3. Enough straight pins and balloons for each member of the class.	Run off continuum handout.
		Resources (10)	

BEHAVIOR CONTINUUM

ON A CONTINUUM FROM 1 - 10. RATE YOURSELF IN THE FOLLOWING CATEGORIES.
YOU MAY COMMENT ON THESE COMMENTS.

1 ———————————————————————— 10

Aggressive	1	2	3	4	5	6	7	8	9	10	Passive
Competitive	1	2	3	4	5	6	7	8	9	10	Non-Competitive
Easily Angered	1	2	3	4	5	6	7	8	9	10	Hard to Provoke
Bear Grudge	1	2	3	4	5	6	7	8	9	10	Forgive Immediately
Vengeful	1	2	3	4	5	6	7	8	9	10	Forgive and Forget
Selfish/Self Centered	1	2	3	4	5	6	7	8	9	10	Selfless
Traitor (turn against)	1	2	3	4	5	6	7	8	9	10	Loyal (altruistic)
Hateful	1	2	3	4	5	6	7	8	9	10	Loving

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name: Irwin Weisberg
Subject: Communications
Grades: 11 - 12
Career Development Component: Self Awareness and Assessment
Dates of Development: 4/21/78

Lesson Objective (1)

To make students more aware of factors that affect their personal values and the values of their peers.

Original Lesson Student Outcomes (2)

Students will be able to:

1. explain why they rank certain values over others in importance.
2. account for differing values among their peers.

Career Development Subgoal (3)

1.2 For the individual to recognize similarities and differences between his or her interests and values and those of others.

Performance Indicator(s)Objective(s)(4)

1.2 (K) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

Career Development Student Outcomes (5)

Through class discussion, students will be able to explain what they've learned about their own values.

Lesson Activities (6)

Activity Title:

Communications - Drawbridge Exercise

Procedures:

1. Teacher will provide each student with a copy of "The Drawbridge Exercise."
2. Students will rank certain people in the story as to their responsibility for the death of one of the characters.
3. Upon completion of their individual ranking, students will form groups of four to five students each. In these groups, students will try to achieve a consensus as to the proper ranking.
4. When all groups have completed this task, each group will explain its rankings.
5. The teacher will then attempt to get the class to agree on one ranking order.
6. The teacher will discuss implications of ranking orders in connection with a student's personal values system.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will informally evaluate ranking by individuals and groups. Also, the discussion arising from the exercise will be evaluated. Teacher will check each student's: a. Drawbridge Exercise b. Group participation. c. Class discussion participation.	Total time: Two class periods of 54 minutes each.	"The Drawbridge Exercise"	Duplicate copies of "The Drawbridge Exercise"
		Resources (10)	

THE DRAWBRIDGE EXERCISE

Please read the story, then follow the instructions at the bottom of the page.

As he left for a visit to his outlying districts, the jealous Baron warned his pretty wife: "Do not leave the castle while I am gone, or I will punish you severely when I return!"

But as the hours passed, the young Baroness grew lonely, and despite her husband's warning, decided to visit her lover who lived in the countryside nearby.

The castle was located on an island in a wide, fast-flowing river, with a drawbridge linking the island and the land at the narrowest point in the river.

"Surely my husband will not return before dawn," she thought, and she ordered her servants to lower the drawbridge and leave it down until she returned.

After spending several pleasant hours with her lover, the Baroness returned to the drawbridge, only to find it blocked by a madman wildly waving a long and cruel knife.

"Do not attempt to cross this bridge, Baroness, or I will kill you." he raved.

Fearing for her life, the baroness returned to her lover and asked his help.

"Our relationship is only a romantic one," he said, "I will not help."

The Baroness then sought out a boatman on the river, explained her plight to him, and asked him to take her across the river in his boat.

"I will do it, but only if you can pay my fee of five marks."

"But I have no money with me!" the Baroness protested.

"That is too bad. No money, no ride," the boatman said flatly.

"Her fear growing, the Baroness ran crying to the home of a friend, and after again explaining the situation, begged for enough money to pay the boatman his fee.

"If you had not disobeyed your husband, this would not have happened," the friend said. "I will give you no money."

With dawn approaching and her last resource exhausted, the Baroness returned to the bridge in desperation, attempted to cross to the castle, and was slain by the madman.

* * * * * * *

DIRECTIONS: In the story above, there are six characters They are in alphabetical Order:

The Baron ________

The Baroness ________

The Boatman ________

The Friend ________

The Lover ________

The Madman ________

Using the list above, rank the characters (from 1 to 6) in the order of their responsibility for the death of the Baroness.

Now get into your group, and attempt to reach a consensus (general agreement) in your group as to the ranking. Did you change any of your rankings? Why?

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Sharon Sarris

Subject English (Communications)

Grades 11 - 12

Career Development Component Self Awareness and Assessment

Dates of Development 6/23/78

Lesson Objective (1)

To put oneself in another's position to understand his or her experience and feelings.

Original Lesson Student Outcomes (2)

The students will be able to:

1. identify an experience that had a strong emotional impact on them.
2. relate another person's experience as if it were their own.

Career Development Subgoal (3)

4.2 For the individual to acquire listening, attending, responding, and initiating skills.

Performance Indicator(s)Objective(s)(4)

4.2 (0) For the individual to describe "empathy" and identify (two) situations in which he or she has been empathetic.

Career Development Student Outcomes(5)

Students will be able to define "empathy" and describe two times when they were empathetic.

Lesson Activities (6)

Activity Title:

Communications --"Empathy"

Procedures:

1. Teacher will introduce lesson by explaining how we always have feelings about our experiences, but some experiences produce stronger feelings than others. It is important to be aware of these feelings and to be able to communicate them to others.
2. Students will identify a strong, emotional experience from their lives and explain it very thoroughly in a long paragraph. The paragraph should start with: "I remember a time when I felt______;" and then continue with an explanation of what happened, with whom, when. This can be handed in anonymously.
3. Teacher collects paragraphs and returns one experience to each student--not their own.
4. Students read over paragraph and "learn" experience so that they can relate it to the class as if it were their own. They do so, sitting in a circle.
5. Teacher conducts discussion at conclusion to reflect on their feelings about doing this; whether they felt a certain degree of empathy. The teacher also encourages students to reveal which experiences were theirs.
6. Students then write a definition of empathy and explain two other times when they were empathetic.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will write: 1. their own experience to be related by another to class and will participate in expressing someone else's experience. 2. a definition of empathy and include two personal experiences.	Time allowed: Three (3) class periods of 54 minutes each.	Paper, pen of pencil	Decide on several personal experiences when teacher felt empathetic so these can be related to class as examples.
		Resources (10)	
		none	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject Communications Grades 11 - 12

Career Development Component Self Awareness and Assessment Dates of Development 6/22/78

Lesson Objective (1)

To encourage an increased awareness of one's feelings.

Original Lesson Student Outcomes (2)

Students will be able to

1. verbalize some new insights concerning their feelings and/or emotions.
2. explain why they were overly negative or positive in their word responses.

Career Development Subgoal (3)

1.1 For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

Performance Indicator(s)Objective(s)(4)

1.1 (L) For the individual to identify (two) behaviors (both verbal and nonverbal) that demonstrate each of the following emotions: happiness, anger, sorrow, fear, loneliness, excitement.

Career Development Student Outcomes(5)

1. Students will verbalize and role play different ways to express emotions (e.g., the different ways to express happiness, anger, sorrow, etc.)

Lesson Activities (6)

Activity Title:

Communications: "I feel ________ when ________."

Procedures:

1. Teacher will hand out two dittoes. (see attached)
2. Students will choose 20 out of 54 words on the ditto entitled "a wealth of feelings" and use them to complete responses on second ditto entitled "real responses;" for example, "I feel embarrassed when I talk to new girls."
3. In a "whip," students will share "selected" responses with his classmates.
4. In an open discussion, students will verbalize some new insights concerning their feelings and emotions from the "I feel..." activity; in other words, state what they've learned about themselves after doing it.
5. Students will also explain why they were either mostly positive or negative in their word choices and what conclusions they could draw about themselves as a result of their choices.
6. Students will verbalize ways in which people express their emotions. They will also show nonverbal ways of showing emotions.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will: 1. check ditto entitled "Real Responses." 2. informally evaluate discussion of above activity and role-playing activity to see if outcomes have been met.	Total time: Two class periods of 54 minutes each.	Dittoes and pencils **Resources (10)** "A Wealth of Feelings" and "Real Responses" from Search For Values by Curwin, Curwin, Kramer, Simmons and Walsh; publisher, The Center for Learning, Inc.	Run off two dittoes (attached)

Pages 109-10 were removed for reasons of copyright.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject English: Communications Grades 11 - 12

Career Development Component Self Awareness and Assessment Dates of Development 6/26/78

Lesson Objective (1)

To recognize similarities and differences between one's concerns and values and those of others.

Original Lesson Student Outcomes (2)

Students will be able to:

1. describe and identify what concerns them and in the process identify some values they hold.
2. compare and contrast their concerns and values with those of their classmates.

Career Development Subgoal (3)

3.1 For the individual to understand the difference between individual and group roles.

Performance Indicator(s)Objective(s)(4)

3.1 (L) For the individual to describe his or her behavior in a group situation; he or she will differentiate between his or her behavior and that of others; he or she will analyze why they did or did not do more than the minimum required.

Career Development Student Outcomes(5)

Students will be able to describe their roles in the process of arriving at group consensus and group problem solving.

Lesson Activities (6)

Activity Title:

The Marijuana Story

Procedures:

1. Teacher will distribute or read The Marijuana Story and then ask students to individually rank the five characters in order, from the one whose actions they least approve of.
2. Teacher will then break class into groups of five and have them discuss and explain their individual rankings; then try to arrive at a group consensus.
3. When this is completed, a spokesman for each group will attempt to explain his group's ranking.
4. Teacher will then help students clarify what values were in operation in each group's ranking order.
5. Teacher will then ask each student to record in his or her journal what he or she has learned about his or her values from this exercise, the values of his or her classmates, and to describe his or her behavior in a group situation.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will: 1. check the individual ranking of The Marijuaua Story. 2. informally evaluate group ranking process. 3. check students' evaluations of activity in their journals.	Total time: One to two 54 minute class periods.	1. The Marijuana Story 2. Pencil and paper	Run off The Marijuana Story
		Resources (10)	
		1. The Marijuana Story by Tom Vanderbeck. From: "A Handbook of Personal Growth Activities for Classroom Use," by Robert C. Hawley and Isabel L. Hawley; published by Education Research Associates, Amherst, Mass. 01002	

THE MARIJUANA STORY

Tim, a high school student, moves with his parents to a new community in October of his senior year. He is rather shy and doesn't make friends easily; most of his fellow students regard him as a "brain" because he is taking accelerated courses in science and math. His parents want him to go to college and have decided that he is not to go out on school nights; he must stay at home and study.

Pam is in Tim's American History class. She thinks he's cute and has been trying to coax him into asking her out for a date. Tim, however, has never considered this because Pam is a cheerleader and a member of the popular set at school, and anyhow, Tim has to stay in and study most of the time.

One Tuesday afternoon Pam gives in to impatience and asks Tim over for the evening to listen to records. Tim eagerly accepts. At dinner that night he tells his parents that he is going over to a friend's house to work on a science project and will be home around ten o'clock. At seven he makes his escape.

He goes to Pam's house and soon they are in the cellar recreation room talking and listening to the stereo. About eight o'clock Pam reaches into her pocket and pulls out a plastic bag. She asks Tim if he'd like to smoke some grass. Tim takes the bag and looks inside it. He is curious about marijuana--he has never seen it before.

Suddenly Pam's father walks in. He halts and stares at the couple and then grabs the bag from Tim. He looks at Tim and then at his daughter. "Is this marijuana?" he inquires. Pam looks down, and Tim sits there, speechless. "Pam," says her father, "You go to your room while I take this young hood to the police station. --What's your name, boy?"

Tim is scared. He blurts out the name of one of the kids in his class rumored to sell drugs.

Pam's father leads Tim to the car muttering imprecations about slum punks and bad apples that ruin the whole barrel. Once in the car he calms down and asks Tim where he lives. Tim tells him his address, hoping he won't be taken to the police station.

Finally, they arrive at Tim's house, and in the heat of the confrontation, no introductions take place. Pam's father departs shortly saying, "The only reason I brought him home is that I don't want to put a kid in jail because he's had the misfortune of a bad up-bringing."

Tim's mother starts out on a rampage of verbal abuse. "How long has this been going on? After all I've done for you; now you slap me in the face. We gave you everything!" His father motions him to go to his room and says, "Get some sleep. We'll talk about this in the morning when we've all calmed down."

In the morning Tim finds that his father has gong to work early and his mother has some news for him: "Your father and I had a long talk last night and I finally persuaded him to go along with my decision. From now on you'll do all of your studying at home. Weekends you'll work in your father's store and all of your earnings will be put away for your college education."

by Tom Vanderbeck

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject Communications Grades 1 - 12

Career Development Component Self Awareness and Assessment Dates of Development 6/23/78

Lesson Objective (1)

To teach concept of the Golden Rule in a modern setting.

Original Lesson Student Outcomes (2)

Students will be able to:

1. differentiate between harmless (victimless) jokes and cruel jokes.
2. verbalize their feelings in the role of both the victim and the victimized.

Career Development Subgoal (3)

1.3 For the individual to recognize settings and experiences that provide knowledge of self and others.

Performance Indicator(s)Objective(s)(4)

1.3 (L) Given an experience (e.g., a trip to a museum), the individual can describe the types of information about himself or herself that were gained from the experience.

For the individual to explain how one's actions often have consequences for others.

Career Development Student Outcomes(5)

Students will be able to:

1. describe what they've learned about themselves from the experience of playing a cruel joke on someone else.
2. describe what they've learned about themselves from someone having played a cruel joke on them.
3. discuss the concept of being"responsible" for one's actions.

Lesson Activities (6)

Activity Title:

Plain Jane - A Cruel Joke

Procedures:

1. Teacher will either hand out six-question ditto on cruel jokes (attached) before discussion or the teacher can ask class to respond to six questions verbally.
2. Each student will briefly try to relate the the cruelest joke he or she ever played on someone else and the cruelest joke ever played on him or her.
3. Teacher will then ask students to relate how they felt about being the victim and/or the victimizer.
4. Students will then discuss the concept of being responsible for the consequences of one's actions and the concept of the "Golden Rule" (Do unto others, etc.).
5. Teacher will then distribute second ditto containing lyrics to a song entitled "Plain Jane." Students will read, then comment on, these lyrics. (see attached)

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will informally evaluate discussion to determine if students understand the difference between harmless and cruel jokes, their impact on people, and what is meant by being responsible.	Total time: One 54 minute class period.	1. Handouts a. "Six questions" b. "Plain Jane" 2. Pencils	Run off handouts
		Resources (10)	

COMMUNICATIONS

NAME ____________________
HOUR ____________________
DATE ____________________

1. Do you play jokes often?

2. What's the meanest joke anyone ever played on you?

3. How did you react when you found out it was a joke?

4. What's the meanest joke you ever played on anyone?

5. How did the person react to your joke?

6. How did you feel about playing the joke?

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PLAIN JANE

Come All! To the Junior/Senior Prom

Biggest occasion of the year
And now the time was here
All the girls were going
They all had a date
But what about Jane?
What about Plain Jane?

She wasn't pretty, kids made fun of her
But she was gentle as a kitten's purr

Still she had to feel the pain
When they called her name
Plain Jane
Poor Plain Jane

Oh how she wanted to go to the prom
But no one would ask Plain Jane
Poor little girl
Living in a cold, cold world
And lonely, she was lonely as could be

But then the phone rang
Someone asked for Jane
Tears began to flow like rain
But they were tears of joy
The call was from a boy
Asking Jane to the prom
Plain Jane was going to the prom

She was all excited, couldn't wait
Going on her very first date
Spent the whole day getting dressed
Had to look her very best
But now it's half past eight
Guess her date's going to be late

Meanwhile at the prom
Everyone was laughing about the trick they played
And the boy who made the call
He was laughing loudest of all

But their joy turned to tears instead
When the morning paper said a girl was dead
Too much pain for a girl with a name Plain Jane
Just too much pain for a girl named Plain Jane

Lyricist unknown

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject Communications Grades 11 - 12

Career Development Component Self Awareness Dates of Development 6/26/78

Lesson Objective (1)

For the student to consider how his/her current dominant characteristics will enhance or hamper her/his expectations for a meaningful future.

Original Lesson Student Outcomes (2)

Students will:

1. be able to assess and discuss whether their current dominant characteristics will have a positive or negative effect on their expectations for a meaningful future.
2. be able to assess which of their current dominant characteristics they would like to change.
3. bring some evidence of an attempt to change some characteristic about themselves in a given card marking period.
4. explain what they've learned about themselves from these activities.

Career Development Subgoal (3)

2.3 For the individual to recognize that change in self concept can be the result of learning, physical growth, and/or maturation.

Performance Indicator(s)Objective(s)(4)

2.3 (G) For the individual to describe how knowing what he or she can and can't do well affects attitudes and behavior.

2.3 (K) For the individual to assess the relative influences of growth, experience, and conscious action on the development of a specific ability.

Career Development Student Outcomes(5)

1. Students will be able to explain how certain skills or abilities which they possess or don't possess affect their attitudes toward the future and behavior in the present.
2. Students will assess what affect changing a certain characteristic or developing a new skill will have on their attitudes and behavior.

Lesson Activities (6)

Activity Title:

"Remember Me For Being"
"If The Shoe Fits"

Procedures:

1. Students will be asked to imagine themselves being close to death 30 years from now. The question each should think about is: "How would I like to be remembered after death?"
2. As students are pondering this question, teacher should distribute copies of "Remember Me For Being."
3. Students should rank the order of descriptions from most to least desirable (most desirable being number one, least number sixteen). If class would like to compose their own list, they may.
4. When everyone has finished, students will be asked to share those descriptions which they chose as most and least desirable.
5. Following this activity students will be asked to think about dying tomorrow, and the related question is: "How will I be remembered?"
6. As students are thinking about this question, teacher should distribute copies of the related activity sheet, "How The Shoe Fits." Directions are on the sheet.
7. When students have completed the continuum, teacher will ask each to compare his responses on the two worksheets. Do they complement or contradict each other?
8. Students will share their conclusions with the class by completing "From the following activities, I learned . . . . about myself."
9. Students will then respond to questions 1 - 3 of the original "Lesson Student Outcomes" and Questions 1 - 2 of the "Career Development Student Outcomes" in the journals which will be collected by teacher.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will: 1. check and evaluate informally copies of "Remember Me For Being" and "How The Shoe Fits." 2. informally evaluate discussion and journal entries.	Total time: Two or three 54-minute classroom periods.	1. Two handouts: a. "How the Shoe Fits" b. "Remember Me For Being"	1. Run off two handouts.
		Resources (10)	
		"Remember Me For Being" and "How The Shoe Fits" from: Search For Values by Curwin, Curwin, Kramer, Simmons and Walsh. Publisher: The Center for Learning, Inc.	

Pages 121-22 were removed for reasons of copyright.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject Communications Grades 11 - 12

Career Development Component Self Awareness and Assessment Dates of Development 6/19/78

Lesson Objective (1)

To evaluate one's ability at setting short term goals in a set period of time.

Original Lesson Student Outcomes (2)

Students will be able to:

1. verbalize what should be considered before setting a goal or planning an activity.
2. plan their spring vacation activities prior to this vacation period.
3. evaluate the success or failure of their ability to set goals or plan and accomplish them in a set period of time.

Career Development Subgoal (3)

2.2 For the individual to establish goals to direct self development.

Performance Indicator(s)Objective(s)(4)

2.2 (G) For the individual to analyze the nature of differences in personal goals between youth and adults.

2.2 (H) For the individual to list personal goals and describe how these goals will result in self development.

Career Development Student Outcomes(5)

1. Students will be able to verbalize the differences between their personal goals and plans and that of their parents or employer. (Question #4 on attached)
2. Students will be able to describe what their personal goal setting experiences have taught them about themselves. (Question #6 on attached)

Lesson Activities (6)

Activity Title:

Spring Vacation Inventory

Procedures:

1. Teacher will discuss what should be considered before setting a goal or planning for a leisure activity.
2. Prior to spring vacation, teacher should hand out Spring Vacation Inventory and have students plan their vacations. (See attached--fill out #1 on sheet)
3. Students should cite factors which might circumvent their accomplishing their plans and what they can do about it.
4. When students return from their vacations, they will discuss the results of their inventory. (Fill out # 2-9 on sheet)

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher informal evaluation of discussion regarding Spring Vacation Inventory sheet. Teacher check of student Spring Vacation inventory. Students will evaluate their own ability to set short term goals in a set period of time.	1. Introduction of assignment — One class period 2. Discussion and evaluation of completed assignment— 1 to 2 class periods. Total time: 2-3 class periods	1. Pencils and paper 2. Ditto of "Spring Vacation Inventory" sheet. **Resources (10)** None	1. Prepare dittoed sheet

SPRING VACATION INVENTORY

1. List 20 activities from your vacation in these categories:

Alone / Work	with Friends	with Family	School-related	Church-related

2. Star (*) the ones that were on your list before vacation.

3. How did your plans work out? How do you feel about that?

4. What prevented you from doing the ones you planned to do, but did not?

5. What happened that caused you to do the ones you didn't plan?

6. What did you learn about your ability to set goals and accomplish them in a set period of time?

7. What was most pleasant about your vacation?

8. Is there anything you regret about it?

9. If you could have the vacation over again, what would you do differently?

(Answer questions on another sheet)

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject Communications Grades 11 - 12

Career Development Component Self Awareness and Assessment Dates of Development 6/23/78

Lesson Objective (1)

To teach the concept that a value is something which is acted upon.

Original Lesson Student Outcomes (2)

Students will be able to identify values which are most important to them.

Career Development Subgoal (3)

1.2 For the individual to recognize similarities and differences between his or her interests and values and those of others.

Performance Indicator(s)Objective(s)(4)

1.2 (F) For the individual to compare and contrast values held by his or her classmates.

1.2 (I) For the individual to describe (three) factors that may affect the values a person holds.

Career Development Student Outcomes(5)

1. Through active involvement in the auction, students will be able to compare and contrast their own values with those of their classmates.
2. Students will be able to explain possible factors which may have affected the values they hold.

Lesson Activities (6)

Activity Title:

Values Auction

Procedures:

1. Teacher will distribute Values Auction sheet.
2. Students will budget an imaginary $2,000 on those items they would like to bid on.
3. Teacher will conduct a fast-paced auction. Students must bid in multiples of five and no higher than $100 at any one bid. (A student may not shout out $2,000 immediately. This allows the non-active bidders time to observe the active bidders.)
4. After each item bid, those involved in the bid record the highest amounts they've bid in the 2nd column of Auction Sheet, and the name and the amount of the highest bidder in the 3rd column
5. Upon conclusion of the auction, teacher will put "Action Key" values on the chalk board and discuss implications of auction.
6. In a whip, students will explain possible factors which may have influenced their bidding on the Values Auction Sheet items, and hence affected the values they hold.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will check "Values Auction Sheet" for each student. 2. Teacher will informally evaluate post-auction discussion to see if outcomes have been met.	Total time: Two class periods of 54 minutes each.	1."Values Auction" ditto. 2. Pencils, chalk and chalk board.	Run off dittoes for class.
		Resources (10)	
		Values Auction from "Human Potential Seminar Participant's Workbook," McHolland and Trueblood, published by Kendall College Press, Evanston, Illinois.	

AUCTION

	Amount Budgeted	Highest Amount You Bid	Items Won
1. A chance to rid the world of prejudice			
2. A chance to serve the sick and needy			
3. A a chance to become a famous figure (movie star, baseball hero, astronaut)			
4. A proposal that will triple your company's earnings this year			
5. A year of daily massage and finest cuisine from the world's best chef			
6. A chance to know the meaning of life			
7. A vaccine to make all the people incapable of graft or lying			
8. A chance to set your own working conditions			
9. To be the richest person in the world			
10. The Presidency			
11. The perfect love affair			
12. A house overlooking the most beautiful view in the world, in which you may keep for one year forty of your favorite works of art			
13. A chance to be the most attractive person in the world			
14. A chance to live to 100 with no illness			
15. Free psychoanalysis with genius analyst			
16. A complete facsimile of the New York Public Library for your private use			
17. An audience with the leader of your faith			
18. a chance to rid the world of unfairness			
19. A chance to donate $1 million to your favorite charity			
20. A chance to be voted Outstanding Person of the Year and praised in every newspaper in the world			
21. A chance to master the profession of your choice			
22. A year with nothing to do but enjoy yourself, with all needs and desires automatically met			
23. A chance to become the wisest person in the world and to make only right decisions for one year			
24. A chance to sneak "authenticity serum" into every water supply in the world			
25. A chance to do your own thing without hassling			
26. A room full of pennies			
27. A chance to control the destinies of 500,000 people			
28. The love and admiration of the whole world			
29. Unlimited travel and tickets to attend any concert, play, opera, or ballet for one year			
30. A total make-over: new hairstyle, all new wardrobe from the designer of your choice, two weeks at a beauty spa			
31. Membership in a great health club			
32. Anti-hangup pill			
33. Your own omniscient computer for any or all facts you need			
34. Chance to spend six months with the greatest religious figure of your faith, past or present			

The Auction Values Key

1 and 18 - - - justice

2 and 19 - - - altruism

3 and 20 - - - recognition

4 and 21 - - - achievement

5 and 22 - - - pleasure

6 and 23 - - - wisdom

7 and 24 - - - honesty

8 and 25 - - - autonomy

9 and 26 - - - economic

10 and 27 - - - power

11 and 28 - - - love

12 and 29 - - - aesthetic

13 and 30 - - - physical attractiveness

14 and 31 - - - physical well-being

15 and 32 - - - emotional well-being

16 and 33 - - - knowledge

17 and 34 - - - religion

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject English - Communications Grades 11 - 12

Career Development Component Self Awareness and Assessment Dates of Development 4/21/78

Lesson Objective (1)

To make students more aware of their personal values and those of their peers.

Original Lesson Student Outcomes (2)

Students will be able to rank a list of values in the order of importance to their lives and explain why they ranked them in this order.

Career Development Subgoal (3)

1.2 For the individual to recognize similarities and differences between his or her interests and values and those of others.

Performance Indicator(s)Objective(s)(4)

1.2 (F) For the individual to compare and contrast values held by his or her classmates.

Career Development Student Outcomes (5)

Students will be able to:

1. clarify their own values.
2. understand and account for differing values in their classmates.

Lesson Activities (6)

Activity Title:

Values That Are Important To Us.

Procedures:

1. Students will be given a copy of "Values and Needs That Are Important To You" (attached).
2. Each student will be asked to check off as many values that they feel are important to their lives. From all the values that were checked off, students will be asked to pick only the five which are most important and rank them in the order of importance, (Number One being most important).
3. Students will share their value lists with the class, explaining why these values are important to them and why they ranked them in their particular order.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate each student's: 1. ranking order of important values. 2. unfoldment of his values to the class.	Total time: Two class periods of 54 minutes each.	1. Paper, pencils 2. Copies of duplicated handout for each student	Duplicate copies of "Values and Needs That Are Important To You"
		Resources (10)	

VALUES AND NEEDS THAT ARE IMPORTANT TO YOU

_____	JUSTICE	The quality of being impartial or fair; righteousness; conformity to truth, fact, or reason; to treat others fairly or adequately.
_____	ALTRUISM	Regard for or devotion to the interests of others.
_____	RECOGNITION	Being made to feel significant and important; being given special notice or attention.
_____	PLEASURE	The agreeable emotion accompanying the possession or expectation of what is good or greatly desired. "Pleasure" stresses satisfaction or gratification rather than visible happiness; a state of gratification.
_____	WISDOM	The ability to discern inner qualities and relationships; insight, good sense, judgment.
_____	HONESTY	Fairness or straightforwardness of conduct; integrity; uprightness of character or action.
_____	ACHIEVEMENT	Accomplishment, a result brought about by resolve, persistence or endeavor. The word "achieve" is defined as "to bring to a successful conclusion; accomplishment, to attain a desired end or aim."
_____	AUTONOMY	The ability to be a self-determining individual.
_____	WEALTH	Abundance of valuable material possessions or resources; affluence.
_____	POWER	Possession of control, authority or influence over others.
_____	LOVE	Affection based on admiration or benevolence, warm attachment, enthusiasm, or devotion; unselfish devotion that freely accepts another in loyalty and seeks his good.
_____	AESTHETICS	The appreciation and enjoyment of beauty for beauty's sake.
_____	PHYSICAL APPEARANCE	Concern for the beauty of one's own body.
_____	HEALTH	The condition of being sound in body; freedom from physical disease or pain; the general condition of the body; well-being.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Schollenberger Subject English - Communications Grades 11 - 12

Career Development Component Career Awareness and Exploration Dates of Development 6/24/78

Lesson Objective (1)

To enable students to understand the type of environmental work setting that best suits them as individuals.

Original Lesson Student Outcomes (2)

Each student will be able to:

1. construct an ego box.
2. identify five physical and five non-physical characteristics of a selected site.

Career Development Subgoal (3)

6.1 For the individual to understand the relationship between an occupational role, its setting, and life style.

Performance Indicator(s)Objective(s)(4)

6.1 (L)For the individual to identify (three) aspects of his or her life that are important and which he or she would like to maintain in a work setting.

Career Development Student Outcomes(5)

The student will be able to identify the relationship between his or her three personal values and a selected work setting.

Lesson Activities (6)

Activity Title:

Ego Box

(This unit would follow a values clarification unit.)

Procedures:

1. Class will brainstorm for physical and non-physical work site characteristics.
2. Teacher will compile a list from the brainstorming and distribute a copy to all students.
3. Students will identify and list three of their personal values.
4. Students will select a work site to visit using the following reference materials:
   a. Community Resource Guide
   b. Yellow pages.
   c. Parent printout from Career Interest Survey
5. Students will contact personnel at their selected work sites and arrange for personal visits.
6. Students will report their observations of the work site by:
   a. drawing a floor plan.
   b. specifying particular interpersonal relationships.
   c. listing necessary tools and equipment.
   d. completing a student/employer interview form.
   e. describing any additional physical or non-physical characteristics at the work site which have not been included in the above.

Evaluation (7)

Each student will:

1. select and visit the career exploration site.
2. identify, compare and contrast five (each) physical and non-physical characteristics of the site through written observation.
3. construct an "Ego Box".
4. write a statement reflecting an understanding of the relationship between his or her personal values and the selected work setting.
5. orally share information with classmates.

Time Estimate (8)

Total time:
Three class periods of 54 minutes each.

First period - Brainstorm and identify worthwhile characteristics and personal values.

Second period - Select and contact exploration site.

Third period - Process (share) observations and conclusions.

Ego box and site visit would be completed outside of class.

Supplies/Equipment (9)

1. Paper (ditto of brainstorming activity).
2. School stationary for follow-up letters.
3. Access to telephone.

Resources (10)

1. "Community Resource Guide"
2. Yellow pages.
3. Career Interest Survey (parents' occupations).
4. Work site personnel.

Pre-Planning Tasks (11)

1. Complete values clarification before beginning "ego box" unit.
2. Gather resource material.
3. Teacher should clarify the difference between physical (size of work station, lighting, tools and equipment, staff size, etc.) and non-physical (noise, tension, interpersonal relationships, morale, etc.) site characteristics.
4. Secure resources.
5. Secure supplies and equipment.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Schollenberger Subject English - Communications Grades 11 - 12

Career Development Component Career Awareness and Exploration Dates of Development 6/24/78

Lesson Objective (1)	Career Development Subgoal (3)	Lesson Activities (6)
		Activity Title: Ego Box (continued) **Procedures:** 7. Each student will construct a model (Ego Box) of the work site in a shoe box, or similar container. 8. On a 5" x 7" card, students will match, in list form, the following information: a. Five non-physical environmental characteristics of the work site, b. Five physical environmental characteristics of the work site. c. Three personal values. The card should be secured to the bottom of the Ego Box. 9. Students will make a summary statement which shows the relationship of the work site characteristics to their personal values. This is to be legibly stated on a 3" x 5" index card and secured to the roof (or top) of their model.
Original Lesson Student Outcomes (2)	Performance Indicator(s) Objective(s) (4)	
	Career Development Student Outcomes (5)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg **Subject** English - Communication **Grades** 11 - 12

Career Development Component Career Awareness and Exploration **Dates of Development** 12/14/77 and 1/17/78

Lesson Objective (1)

To teach techniques of conflict reduction between student and parent.

Original Lesson Student Outcomes (2)

Students will:

1. identify areas of conflict with parents and possible solutions to conflicts.
2. be able to write or verbalize what their parents want for their future and what they themselves want.
3. be able to write or verbalize what they expect from themselves and what their parents expect from them.

Career Development Subgoal (3)

8.1 For the individual to understand the relationship between family roles and life styles.

9.2 For the individual to identify the factors that influence citizen roles.

Performance Indicator(s)Objective(s)(4)

8.1 (L) For the individual to discuss advantages and disadvantages of family influence.

9.2 (J) For the individual to explain how a person can respect someone's thinking even though they disagree with it.

Career Development Student Outcomes (5)

Students will be able to:

1. verbalize advantages and disadvantages of family influence on their futures.
2. explain how they can still maintain respect for parents while disagreeing with them.

Lesson Activities (6)

Activity Title:

Conflict Reduction Between Students and Their Parents

Procedures:

1. In a whip, students will share areas of conflict with their parents (i.e., curfew, use of car, friends, etc.)
2. In the same session, students will share their methods of successful conflict reduction in those trouble areas.
3. Students will discuss a number of "Dear Abby" or "Ann Landers" columns dealing with student/parent conflict reduction and offer their own solutions.
4. Selected students will role play (2 or 3) parent-student conflicts and balance of class will discuss possible solutions, compromises, insights, etc.
5. Students will fill out teacher duplicated handout entitled "Expectation--What Do Your Parents Want For You?" and "What Do Your Parents Want From You?"
6. Students will discuss conclusions they drew from this exercise.
7. Students will ask parents to fill out similar handout.
8. Students will share their observations based upon parents' rankings and possible discussion with parents.
9. Parent volunteer will be invited to class to field questions from students' remaining conflict areas.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate discussions and written assignment to see that students understand: 1. how to reduce conflicts between themselves and their parents. b. what they want and expect from themselves for the future. c. the effect of family influence on their future. 3. that they can disagree with and still maintain respect for their parents.	Total time: Five class periods *of 54 minutes each.*	1. Paper and pencil 2. *Copies of teacher duplicated* handout	Duplicate handout "Expectations"
		Resources (10)	
		Parents of students in class.	

EXPECTATIONS

WHAT DO YOUR PARENTS WANT FOR YOU?

Rank the following words from 10 (most wanted) to 1 (least wanted) as you think your parents would rank them, in terms of what they want for your future:

	Parents' Ranking	My Ranking
____	Plenty of money	____
____	Health	____
____	Beauty	____
____	A good job	____
____	A loving marriage partner	____
____	Children	____
____	Close friends	____
____	A feeling of contentment	____
____	A good education	____
____	A home in a good neighborhood	____

Now, go over the list again. How would you rate these items for yourself? Use "1" for what you want most in your own future and end with "10" representing what is least important.

WOULD YOU SAY THAT:

____ you agree exactly with your parents in what's important?
____ you agree in general, but not in specifics?
____ you don't agree at all with your parents?

WHAT DO YOUR PARENTS WANT FROM YOU?

Rank the following in the same manner as before. First rank what your parents expect from you, and second what you expect from yourself.

	Parents' Ranking	My Ranking
____	Do well in school	____
____	Help at home	____
____	Look neat	____
____	Be obedient	____
____	Be popular	____
____	Be happy	____
____	Stay out of trouble	____
____	Eat properly, not get sick	____
____	Get home on time	____
____	Have nice friends	____

Would your parents' expectations be the same for you as for your brothers and sisters? If not, what would be different, and why?

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LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject English - Communications Grades 11 - 12

Career Development Component Career Awareness/Decision Making Dates of Development 1/17/78

Lesson Objective (1)

To teach the concept that some dreams can become realities.

Original Lesson Student Outcomes (2)

Students will be able to verbalize:

1. or write what they would be like if freed from present responsibilities, duties, relationships, and monetary limits.
2. why a discrepancy exists between the type of activities he does and what he'd like to do.

Career Development Subgoal (3)

7.1 For the individual to understand the relationship between leisure roles and life style.

10.2 For the individual to identify factors that influence decision making.

Performance Indicator(s)Objective(s)(4)

For the individual to explain how a career choice will influence his or her leisure time activities.

10.2 (H) For the individual to explain why it is useful for a person to consider his or her career goals while he is still in school.

Career Development Student Outcomes (5)

Students will be able to explain:

1. how accurate career choice will influence leisure time activites, family goals and educational goals.
2. the necessity for considering career goals early in their education.

Lesson Activities (6)

Activity Title:

Alter Ego Profile

Procedures:

1. Students will write a list of their current leisure time activities based upon a realistic consideration of their cost, time required and facilities available.
2. Students will share these lists with the class.
3. Given the "Alter Ego Profile" handout, students will compose a scrapbook by illustrating the answers to the handout with magazine pictures.
4. Students will compose a list based upon the completed scrapbook as to amount of capital, time, and appropriate facilities needed to fulfill scrapbook activities.
5. Students will discuss why a discrepancy might exist between both lists (#1 and #4) and what careers he might need to pursue to make his second list a reality.
6. Students will discuss educational requirements for their career choices and explain why people should consider career goals early in their education.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher informal evaluation of discussion and objective check of Alter Ego Scrapbook to see that students understand the relationship between present and future goals and present and future life styles.	Total time: Three class periods of 54 minutes each.	1. Paper, pencil, scissors, magazines, construction paper. 2. "Alter Ego Profile Sheets"	Duplicate "Alter Ego Profile Sheet"
		Resources (10)	
		Text: A Handbook of Personal Growth Activities For Classroom Use, Hawley, Robert C., and Hawley, Isabel L., Education Research Associates Publishers	

ALTER EGO PROFILE SHEET

Directions: If you were your alter ego, your other self, your free spirit, freed from all your present responsibilities, duties, and relationships, what would you be like? Fill in this profile sheet to see.

1. Where would you live?

2. What would be your occupation?

3. List three hobbies you might like to pursue.

4. What foods would be on your weekly menu?

5. List three magazines that you would like to read.

6. What three books would probably be on your bedside table?

7. List three records, artists or composers that would surely be among your record collection.

8. What kind of clothes would you wear--

   for dress occasions ?

   for casual wear?

9. Describe your home --

   outside

   inside

10. If you wish, describe the sort of person you would choose to marry. You may also list the names of several famous people, living, dead, or fictional, that would make up a list of your closest friends.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject English - Communications Grades 11 - 12

Career Development Component Career Decision Making Dates of Development 4/21/78

Lesson Objective (1)

To explore the relationship between short term and long term career goal planning.

Original Lesson Student Outcomes (2)

Students will:

1. be able to verbalize what is satisfying about their jobs.
2. be able to verbalize how their jobs affect their personal life styles.
3. describe skills needed in their present jobs.

Career Development Subgoal (3)

10.2 For the individual to identify factors that influence decision making.

Performance Indicator(s)Objective(s)(4)

10.2 (E) Given a specific interest (e.g., outdoor activities), the individual can identify (two) leisure and (two) occupational options that would be compatible with the interest.

10.2 (H) For the individual to explain how the absence as well as the presence of physical skills can influence the career options a person elects to pursue (e.g., a person who is unable to tolerate great heights would probably not want to become a construction worker).

Career Development Student Outcomes (5)

Students will:

1. be able to verbalize how accurate and early career planning will result in more satisfying job choices.
2. explain how a person's values, goals and interests will influence his decision about developing certain skills related to a specific goal, value, or interest.

Lesson Activities (6)

Activity Title:

Career Planning and Unfoldment

Procedures:

1. Students will write a list of their current leisure time activities based upon time availability and cost.
2. Students will write a description of their present jobs, including hours, pay scale and skills necessary.
3. Students will write a list of ten positive and ten negative aspects of their jobs.
4. Students will evaluate their jobs in terms of their long term attractiveness and their short term attractiveness.
5. Students will share lists and conclusions with the class.
6. Teacher will lead class discussion on:
   a. the need for accurate and early career planning.
   b. the need to consider values, interests and goals in career planning.
   c. The need to develop skills for the career.
7. Each student will describe his/her short term career goals and long term career goals. If students are unable to do this, they will list methods and activities they will pursue to help them establish career goals.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will: 1. check each student's lists and job description. 2. evaluate each student's description of his/her short term and long term goals.	Total time: Three class periods of 54 minutes each.	1. Paper, pencil 2. Copy of job description for each student.	Before each student talks about his particular job situation, teacher should duplicate copies of an outline of a job description (nature of work, training, hours, work setting, wages, etc.).
		Resources (10)	
		Student job experience	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name: Irwin Weisberg
Subject: English - Communications
Grades: 11 - 12

Career Development Component: Career Decision Making
Dates of Development: 11/21/77

Lesson Objective (1)

To make students aware of similarities and differences between his or her values and interests and those of others.

Original Lesson Student Outcomes (2)

Students will be able to:

1. describe their values, goals and interests and those of a classmate.
2. identify those values, goals and interests which he has in common with his classmates and those in which he differs.

Career Development Subgoal (3)

10.2 For the individual to identify factors that influence decision making.

Performance Indicator(s)Objective(s)(4)

10.2 (E) For the individual to identify and understand how values relate to choosing options.

Career Development Student Outcomes (5)

Students will be able to verbalize how an individual's values, goals and interests will influence his career decisions.

Lesson Activities (6)

Activity Title:

Class Directory

Procedures:

1. Students will individually compose a list of their values, goals, and interests.
2. Students will then compare their lists with one other student (either assigned or of their own choosing).
3. The two students will design a directory page which shows their common interests, values and goals as well as their individual interests, values and goals.
4. Each directory page is duplicated for the class by the teacher.
5. After each student has a complete directory, he/she will:
    a. introduce his/her partner to the class stating what they have in common and how he/she is unique.
    b. state what possible careers his/her partner is contemplating in the future.
    c. state additional career(s) he/she might consider based on his/her values, interests and goals. Class will critique the career observation.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher informal evaluation of directory pages, introductions, and evaluations of partners' career choices.	Total time: Three class periods of 54 minutes each.	1. Pencil, paper	Teacher will duplicate each student developed directory page which will be distributed to other class members.
		Resources (10)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg Subject Communications Grades 11 - 12

Career Development Component Career Decision Making Dates of Development 6/23/78

Lesson Objective (1)

To have students clarify his or her values by reflecting on the personal resonsibilities and pleasures in which he or she participate.

Original Lesson Student Outcomes (2)

Students will be able to:

1. gain insight into the personal values they prize most.
2. gain insight into the way they use time.

Career Development Subgoal (3)

10.1 For the individual to identify situations and events in his or her life that involve making decisions.

Performance Indicator(s)Objective(s)(4)

10.1 (I) For the individual to list (three) important decisions he or she must make within the next year.

Career Development Student Outcomes(5)

Students will be able to:

1. list three important decisions they must make within the near future.
2. act upon those decisions within the six week marking period of the class.

Lesson Activities (6)

Activity Title:

"Time's Running Out"

Procedures:

1. Teacher distributes two dittoes entitled "Time's Running Out" and "Twelve Obligations" (attached). Directions for the assignment are on the first ditto.
2. After students have determined their priorities of "must do's" and "like to do's" they will select five of each group and share them with their classmates.
3. Finally, students will discuss what insights they've gained about the values they prize most and their use of time. They will also decide on three things that they will do (from their lists) in the immediate future before "time runs out."

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will collect and check teacher-made handout entitled "Twelve Obligations." Teacher will informally evaluate discussion to determine if students understand their values and how they use time. At the conclusion of the marking period each student will identify the three decisions he or she listed and describe his or her progress toward accomplishing the three things he or she decided to do.	Total time: Two 54-minute class periods.	Teacher-made handouts Pencils **Resources (10)** Both dittoes from: Search For Values by Curwin, Curwin, Kramer, Simmons and Walsh; publisher, The Center for Learning, Inc.	Run off two teacher-made handouts

Pages 153-54 were removed for reasons of copyright.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Mendler Subject Communications Grades 10 - 12

Career Development Component Decision Making Dates of Development 12/20/77

Lesson Objective (1)

Students will write a first person story

Original Lesson Student Outcomes (2)

Students will be able to write a first person story about meaningful experiences in their lives.

Career Development Subgoal (3)

10.1 For the individual to identify situations and events in his/her life that involve making decisions.

Performance Indicator(s)Objective(s)(4)

10.1 (G) For the individual to identify three events in his/her life that have been particularly meaningful and determine what it was about them that made those events meaningful.

Career Development Student Outcomes(5)

Students will be able to list events in their lives that they feel made a significant impact on them and list what made these events meaningful.

Lesson Activities (6)

Activity Title:

Who Am I?

Procedures:

1. Class discussion of what constitutes a meaningful experience.
2. Students will list personal meaningful experiences.
3. Class discussion of:
   - A. examples of meaningful experiences from class lists.
   - B. examples of meaningful experiences from the teacher.
4. Outside speaker will be invited in to discuss meaningful experiences in his/her life and why it was meaningful.
5. Possibly show film which depicts meaningful experiences in a person's life and class discussion of those experiences. (Example: Martin Luther King: "I have a Dream")
6. Students will select the most meaningful experience from their list and write a first person story about it.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will write a first person story about a meaningful experience. The story will include: 1. a description of the experience. 2. the reasons why the experience was meaningful. 3. proper writing techniques (spelling, punctuation, etc.)	Total time: Four class periods of 54 minutes each.	None	1. Contact outside speaker and inform him/her of nature of talk, date and time. 2. Order film. 3. Arrange for projector.
		Resources (10)	
		1. Outside speaker 2. Film - of teacher's choice to emphasize meaningful events.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Sharon Sarris Subject English (Composition for (Personal Growth Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 6/22/78

Lesson Objective (1)

To examine personal values relative to situations that might occur in students' lives.

Original Lesson Student Outcomes (2)

Students will be able to state their opinions regarding what they would do in specific hypothetical situations.

Career Development Subgoal (3)

1.2 For the individual to recognize similarities and differences between his or her interests and values and those of others.

Performance Indicator(s)Objective(s)(4)

1.2 (K) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

Career Development Student Outcomes(5)

Students will be able to describe the similarities and differences in opinions among their classmates, and state what their opinions say about their own values.

Lesson Activities (6)

Activity Title:

Composition for Personal Growth
"Personal Values - $50,000 Strategy"

Procedures:

1. Teacher will introduce lesson by explaining how we all have to make decisions about our actions, and sometimes the consequences are unexpected.
2. The teacher will read the short story "Button, Button" by Richard Matheson. (see Resource list)
3. Teacher will lead discussion to clarify the importance of money to the main character and how risky her decision was. Class members will be asked to describe what they would have done in the same situation.
4. Teacher will then have students write down whether they would do certain things for $50,000. (see attached list)
5. Teacher will ask students to express their opinions by voting. Students will raise their hands for each question, registering a "yes" or "no" and will observe the variation in opinions.
6. Teacher will lead discussion and students will state reasons for their opinions.
7. Teacher will summarize students' ideas and explain how students' opinions are a reflection of their values.
8. Students will write a paragraph stating two of their strongest opinions and what values these opinions represent.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will judge from class discussion that class members notice the similarities and differences in each other's values. 2. Students will write a paragraph that demonstrates their understanding of how their opinions are a reflection of their values.	Total time: Three class periods of 54 minutes each.	1. Paper, pen 2. Ditto of situations (optional) "What Would You Do For $50,000?"	1. Run off ditto, if necessary. 2. Teacher might devise different situations, depending on level of students.
		Resources (10)	
		1. Values: What's Important to You, Margaret Howard (ed.) Scholastic Book Services, N.Y., 1975, pp.6-15.	

WHAT WOULD YOU DO FOR $50,000?

	YES	NO
Hurt another person		
Break a law		
Betray a friend		
Leave home		
Cut your hair		
Give up your freedom		
Eat at McDonald's every day		
Give up something or someone you love		
Cheat or lie		
Become dependent on someone you don't trust		
Become famous		
Move to another country		
Wear clothes you hate		
Go to church every day		

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LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Sharon Sarris

Subject English(Composition for Personal Growth

Grades 10 - 12

Career Development Component Self Awareness and Assessment

Dates of Development June 22, 1978

Lesson Objective (1)

To examine personal values relative to situations that occur in the students' lives.

Original Lesson Student Outcomes (2)

Students will be able to state their opinions regarding the relative value of seven (7) situations.

Career Development Subgoal (3)

1.2
For the individual to recognize similarities and differences between his or her interests and values and those of others.

Performance Indicator(s)Objective(s)(4)

1.2 (K)
For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

Career Development Student Outcomes(5)

Students will be able to describe the similarities and differences in opinions among their classmates and state what their own opinions say about their own values.

Lesson Activities (6)

Activity Title:

Composition for Personal Growth
Personal Values - "Right or Wrong"

Procedures:

1. Teacher will explain importance of examining one's values and how people's opinions differ in regard to everyday situations.
2. Teacher will list seven (7) situations on board. (see attached chart.)
3. Students will rank order 7 situations from worst (#1) to best (#7) on their own paper.
4. Teacher will ask for five (5) volunteers to list their rank orderings on the board.
5. Students will list their rank orders on the board.
6. Teacher will comment on the fact that differences of opinion exist and ask for comments about what they notice and/or why they listed their choices in that way.
7. Students will discuss their observations and opinions, including why one action is better or worse than another.
8. Teacher will summarize conclusions and explain how their rank orderings reflect their values.
9. Students will write a paragraph stating their opinion of what is best and worst, and what that says about their values.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will write a paragraph that demonstrates their understanding of how their opinions are a reflection of their values. Teacher will judge from class discussion that class members notice the similarities and differences in each other's values.	Total time: Two (2) class periods of 54 minutes each.	1. Paper, pen 2. Chalk Board	1. Teacher should prepare situations that are real for class; use current ones that are occurring in school.

Resources (10)
None

PERSONAL VALUES RANK ORDERING

Students:	Mary	Jim	Joe	Sue	Tom
Selling Speed					
Selling marijuana					
Setting off firecrackers in school hallway					
Buying a fake identification					
Selling stolen tapes					
Stealing test answers from teacher's desk					
Providing test answers to a friend					

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Sharon Sarris

Subject (Composition for) English (Personal Growth) Grades 10 - 12

Career Development Component Self Awareness and Assessment

Dates of Development 6/23/78

Lesson Objective (1)

To make students aware of how child raising practices, media, and peer pressure influence their view of their sex role.

Original Lesson Student Outcomes (2)

1. Students will be able to identify examples of sex-role stereotyping in children's books and popular advertising.

Career Development Subgoal (3)

For the individual to recognize that his/her interests, abilities, and goals need not be restricted because of his/her sex.

Performance Indicator(s)Objective(s)(4)

For the individual to assess the influence of sex-role stereotyping on his/her development of interests, abilities and/or goals.

Career Development Student Outcomes(5)

1. Students will be able to identify two personal experiences that have affected their view of their sex role either positively or negatively.

Lesson Activities (6)

Activity Title:

Composition for Personal Growth
"Sex-Role Stereotyping"

Procedures:

1. Teacher will explain traditional roles for men and women and give examples of how stereotyping of roles occurs and its limiting effects on peoples' interests, abilities and goals.
2. Teacher will show slide-tape "Images of Males and Females in Elementary School Textbooks."
3. Students will discuss their reaction and state verbally their thoughts about the influence of textbook pictures on children's view of their sex roles.
4. Students will then find examples of sex-role stereotyping in magazine ads and compile a portfolio of at least ten ads. For example, a woman pleasing her husband with a certain brand of vegetables.
5. Teacher will lead discussion of: the magazine ad examples, child raising practices (such as girls do inside work, boys do outside work), and peer expectations (such as girls shouldn't be on wrestling team, boys shouldn't cry).
6. The students will write down two examples from anytime in their lives that are examples of sex-role stereotyping and/or were experiences that were bias-free.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will write two paragraphs that demonstrate their knowledge of the effect of sex-role stereotyping.	Time allowed: Five class periods of 54 minutes each.	Paper, pen Slide projector Reel to reel tape player (stereo) Magazines	1. Arrange for use of slide-tape presentation 2. Preview slide-tape. 3. Identify examples of sex-stereotyped ads in magazines to use with class.
		Resources (10)	
		"Images of Males and Females in Elementary School Textbooks." (a N.O.W. project) available through Wayne County Intermediate School District, 33500 Van Born Rd., Wayne, Michigan 48184. Phone: (313) 326-9300	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Sharon Sarris

Subject English - (Composition For Personal Growth) Grades 10 - 12

Career Development Component Career Awareness and Exploration

Dates of Development January 30, 1978

Lesson Objective (1)

To make students more aware of major influences in their lives.

Original Lesson Student Outcomes (2)

Students will be able to:

1. draw a time line representing their lives from birth to death.
2. explain what kind of person they are based on information on time line.

Career Development Subgoal (3)

10.1 For the individual to identify situations and events in his or her life that involve making decisions.

Performance Indicator(s)Objective(s)(4)

10.1 (G) For the individual to identify (three) events in his or her life that have been particularly meaningful and determine what it was about those events that made them meaningful.

Career Development Student Outcomes (5)

Students will be able to identify three major occurrences in their lives so far and state what made each important.

Lesson Activities (6)

Activity Title:

Composition for Personal Growth
Time Line & Major Influences

Procedures:

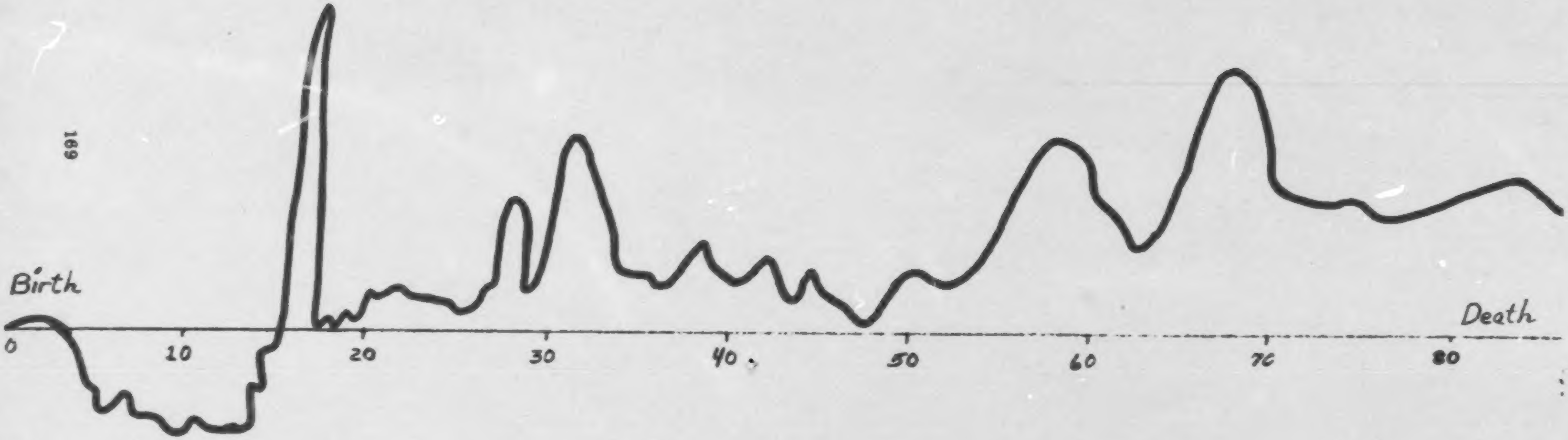
1. Teacher will explain how to draw a time line (see attached example).
2. The students will draw a line from one side of the sheet of paper to the other, representing the "ups and downs" of their lives; past, present and future.
3. Students will show their completed "graph" to the class, and each member will explain verbally at least one of their peaks and/or valleys.
4. Teacher will explain the importance of understanding major influences on one's life and how the time line may at least reveal the major occurrences.
5. Students will write a paragraph that explains:
   - a. three major events;
   - b. why they were important; and
   - c. what effect they have had on their life.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Each student will draw a time line representing his/her life from birth to death and explain what type of person he/she is based on the information contained in the time line.	Total time: Two class periods of 54 minutes each.	1. Paper, pencil 2. Plain 8½"x 11" paper	
		Resources (10)	

2/8/78

Laura Smith

TIME LINE EXAMPLE



LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Sharon Sarris

Subject (Composition for) English(Personal Growth)

Grades 10 - 12

Career Development Component Decision Making

Dates of Development June 22, 1978

Lesson Objective (1)

To encourage personal growth by having students set personal goals.

Original Lesson Student Outcomes (2)

Students will be able to:

1. identify two goals that are important to them.
2. verbalize a plan of action to accomplish them.
3. verbalize the factors that will hinder and help their success.

Career Development Subgoal (3)

13.4 For the individual to plan personal programs to reach identified career goals.

Performance Indicator(s) Objective(s) (4)

13.4 (H) Given a specific goal the individual is interested in, he or she can describe a plan to modify personal characteristics in order to facilitate attaining that goal; the individual can then implement, monitor and evaluate the plan.

Career Development Student Outcomes (5)

Students will be able to describe a plan to accomplish a goal he/she is interested in, and then will implement, monitor, and evaluate the plan.

Lesson Activities (6)

Activity Title:

Composition for Personal Growth - Personal Goal Setting

Procedures:

1. Teacher explains goal setting process and its importance to one's life. (see Resource #1)

   Students will write a list of 12 goals that are important to them to accomplish in the next five weeks. (Use Personal Goals Inventory ditto and Goal Chart ditto)

   Students will select two of the more important goals to work on.

2. Teacher explains plan of action. (See attached example)

   Students will write a plan of action for each of the two goals and will state specifically what they need to do to be successful.

3. Teacher explains force field.

   Students will write a force field that states the factors that will help and hinder their success at accomplishing the goals. (Force field example attached)

   Students will state to the class what their goals are.

   Students will state to the class each week regarding their progress.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will write an essay that demonstrates their ability to set goals, implement, monitor, and evaluate their plans for accomplishment of these goals.	Lesson spread out over six-week period of time. Total time in class -- 6 class periods of 54 minutes each.	1. Paper, pencil, pen 2. Dittoes: a. "Personal Goals, Inventory" b. "Goal Chart" c. "Examples of Action Plan and Force Field"	1. Run off dittoes
		Resources (10)	
		1. Human Potential Seminar, (Chapter 4, "Personal Goal Setting"), M.C.Holland and Trueblood; Kendall College Press, Evanston, Ill.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Sharon Sarris

Subject (Composition for) English (Personal Growth) Grades 10 - 12

Career Development Component

Dates of Development

Lesson Objective (1)

Original Lesson Student Outcomes (2)

Career Development Subgoal (3)

Performance Indicator(s)Objective(s)(4)

Career Development Student Outcomes(5)

Lesson Activities (6)

Activity Title:

Composition for Personal Growth - Personal Goal Setting

Procedures:

(continued from page 1)

4. Teacher explains format for goal essay.

Students will write an essay at the end of the time to describe the process and evaluate their success. Include these points:

a. Two goals and why they were important--any revisions that were made.
b. Action plan and force field for each; how they differed from the plan.
c. Evaluation of success and what they learned.

PERSONAL GOALS INVENTORY

Purpose: Our goals are a reflection of how we intend to act upon our values. The purpose of this Personal Goals Inventory is to help you look at your goals in a systematic way.

Directions: This is a personal goals inventory in the areas of school, family, leisure time, friends, job and career, and personal development goals. For each of these areas, think of the specific goals you have for yourself or which you might like to set and work toward. List these goals in the spaces provided (on the next page). Then, check the boxes to the right of the goals you have written if they apply. For example, if the goal is very important to you, check the first box, and so on.

Here are some examples of the type of goals you might want to set:

School and Academic Goals:

Earn a "B" in psychology class this card marking.
Decide on a college (trade school, etc.)

Friendship Goals:

Make a new friend.
Improve my relationship with __________.

Leisure Time Goals:

Learn a new sport, hobby, etc.
Change my leisure time activities.

Job and Career Goals:

Find a job related to a possible career I want.
Talk to my boss about my job.

Personal Development Goals:

Get more exercise (state what kind).
Change a habit (quit smoking, cut down on drugs, etc.).

When you write the goals you choose for yourself on the attached sheet, be sure to state ones that you could realistically do in the next MONTH. You will be asked to report on how you do with these goals at the end of the semester.

GOAL CHART

	A. This goal is very important to me.	B. I am proud that this is a goal of mine.	C. It is realistic in that I have a good chance of achieving the goal.	D. I have chosen this goal because I want to work toward it, not just because others want me to do it.	E. There are risks or possible negative consequences involved in achieving this goal.	F. I have weighed the risks involved and still think the goal is worth it.	G. This goal is consistent with other goals I have set for myself.	H. I am going to make a plan of action to achieve this goal.
My School and Academic Goals:								
My Family Goals:								
My Friendship and Personal Relationship Goals:								
My Leisure Time Goals:								
My Job and Career Goals:								
My Personal Development Goals:								

EXAMPLES OF ACTION PLAN AND FORCE FIELD

GOAL ACTION PLAN

I. Start sewing again . . .

Steps to take:

1. Get to fabric store and buy a pattern and material.
2. Clean out the sewing room.
3. Set aside at least two hours a week for sewing.
4. Quit watching re-runs on TV.

GOAL FORCE FIELD

I. Start sewing again . . .

Factors that will help:	Factors that will interfere:
Parental encouragement	Working
Spare time	Homework
Pattern available	Television
A clean sewing room	Shopping
Other projects finished	Friends
	Laziness
	Expense

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LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Sharon Sarris
Subject (Composition for) English (Personal Growth) Grades 10 - 12
Career Development Component Career Planning and Placement
Dates of Development 6/22/78 and 6/23/78

Lesson Objective (1)

To make students more aware of their interests.

Original Lesson Student Outcomes (2)

Students will be able to:

1. list activities they really enjoy doing.
2. categorize different aspects of these activities.
3. verbalize their awareness about their interests.

Career Development Subgoal (3)

13.4 For the individual to plan personal programs to reach identified career goals.

Performance Indicator(s)Objective(s)(4)

13.4 (I) Given one aspect of his/her life style the student finds dissatisfying (e.g., no close friends), he or she can make a plan to facilitate a change to make their life style more satisfying.

Career Development Student Outcomes(5)

The student will be able to:

1. set a goal related to one activity that he/she enjoys but would like to do more often.
2. write a plan for implementation of goal.

Lesson Activities (6)

Activity Title:
Composition for Personal Growth
"Like List Goal Setting"

Procedures:

1. Teacher will introduce activity with an explanation of how our interests are always changing and why we should be aware of this.
2. Students will make a list of at least 20 activities that they enjoy.
3. Students will catagorize the activities according to cost, who they enjoy doing them with, risk, frequency of participation, and the five most enjoyable.
4. Students will write five "I learned" statements regarding their awarenesses about the data.
5. Teacher will explain that goal setting can help us build more of our interests into our lives.
6. Students will decide on a change they would like to make based on their "like list," and set a goal to accomplish it in the next week to ten days.
7. Students will write a plan of action that will demonstrate that they have considered factors involved in implementing goal.
8. Students will state their goals to the class.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will state their goals to class and will write an implementation plan to accomplish that goal.	Time allowed: Ten-day period. Actual class time, three class periods if 34 minutes each.	Paper, pencils	Decide what categories list will be analyzed for.
		Resources (10)	
		Values Clarification, Sidney Simon, Howe, Kirschenbaum; Hart Publishing Co., 1972, pp.30-34 (Like List Strategy)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name John McGreevy
Subject Creative Writing
Grades 10 - 12
Career Development Component Self Awareness and Assessment
Dates of Development May 12, 1978

Lesson Objective (1)

To have students place themselves in a hypothetical situation and write effectively about that situation.

Original Lesson Student Outcomes (2)

Students will be able to:

1. write a clear paragraph on each historical dinner guest.
2. Discuss their selections aloud in the class.

Career Development Subgoal (3)

1.3 For the individual to recognize settings and experiences that provide knowledge of self and others.

Performance Indicator(s)Objective(s)(4)

1.3 (L) Given an experience (e.g., a trip to a museum), the individual can describe the types of information about himself or herself that were gained from the experience.

Career Development Student Outcomes (5)

Using the list of ten historical dinner guests he/she invited, each student will be able to list the values each represents.

The students will then be able to decide for themselves whether these values are an accurate reflection of their own values.

Lesson Activities (6)

Activity Title:

"Guess Who Is Coming To Dinner"

Procedures:

1. Students are told that they have a "once in a lifetime" opportunity to invite anyone who has ever lived to dinner.
2. Student will:
    a. limit number of guests to ten persons.
    b. describe each guest (in one paragraph).
    c. describe why they picked each guest (in one paragraph).
    d. describe what values each guest held important in his or her life (in one paragraph).
    e. decide for themselves if the values of the guests are a reflection of their own values (in one paragraph).
3. Each student will describe orally to the class (for 2 or 3 minutes) several of their selections.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
The teacher will evaluate the students writing for: 1. good paragraph development. 2. logical evaluation of their interpretation of the guests' "values." The teacher will evaluate the student's discussion for proper communication skills.	Total time: Two class periods of 54 minutes each	Pencil and paper	Teacher might want to compile a list of his or her own "guests."
		Resources (10)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name John McGreevy **Subject** English RC 2 **Grades** 11

Career Development Component Self Awareness and Assessment **Dates of Development** 6/5/78

Lesson Objective (1)

To teach communication skills through a hypothetical experience

Original Lesson Student Outcomes (2)

Student will be able to:

1. write a clear, descriptive, short paper using proper grammar and sentence structure, of a hypothetical experience.
2. discuss their views and values of a chosen action.

Career Development Subgoal (3)

1.3 For the individual to recognize settings and experiences that provide knowledge of self and others.

Performance Indicator(s)Objective(s)(4)

1.3 (L) Given an experience (e.g., a trip to a museum), the individual can describe the types of information about himself or herself that were gained from the experience.

Career Development Student Outcomes (5)

The student will be able to--through a hypothetical experience--describe how personal values can influence his or her behavior.

Lesson Activities (6)

Activity Title:

What Would You Do If ....?

Procedures:

1. Review the meaning of and discuss examples of "values."
2. The students are asked to assume the role of President, imagine they have $1,000,000 and have the freedom to do anything they want to do for one year. In each of the three situations the students are allowed three actions.
3. Students are asked to list their actions and give a written reason for each.
4. Students are then instructed to select the one action in each situation they would prefer over the other.
5. Of the three remaining actions, students are asked to select the one action that they would like to carry out if given that choice.
6. Students explain orally to the class their chosen action. The individual will then describe, through his selected action, what values he deems important.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher evaluation of each student's written assignment and discussion techniques	Total time: One class period of 54 minutes each. (Students should have had previous work with values. If values are introduced along with lesson, total time would be 2 - 3 days.)	Paper and pencil **Resources (10)** Decisions and Outcomes, H.B.Gilatt, College Entrance Examination Board, New York, N. Y., 1973	None

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name John McGreevy

Subject English RC 2

Grades 11

Career Development Component Career Awareness and Exploration

Dates of Development 4/23/78

Lesson Objective (1)

To have students write a paragraph about an occupational area of their choice.

Original Lesson Student Outcomes (2)

Students will be able to write a one or two page paper, utilizing proper sentence structure and paragraph form, describing an occupation area of interest to them.

Career Development Subgoal (3)

6.2 For the individual to recognize that occupations tend to cluster in several ways.

Performance Indicator(s) Objective(s) (4)

6.2 (I) Given a cluster, the individual can identify the similarities among jobs in the cluster in terms of kind of work and education, and training entry requirements.

Career Development Student Outcomes (5)

Students will be able to identify why the occupations of his/her interest were clustered, what training is necessary for both occupation, and the entry level requirements of each.

Lesson Activities (6)

Activity Title:

Interest Inventory

Procedures:

1. Introduction of the use of interest inventories.
2. Show P.I.E.S. (Picture Interest Exploration Survey).
3. Students score their answer sheets, listing number of interest occupations for 13 cluster areas shown.
4. Class discussion of 13 cluster areas.
5. Students write (1-2 pages) describing what cluster areas they were interested in, and what and/or why each occupation fits into that cluster area.
6. Students read their own paper aloud in class.
7. Class discussion of each student's paper.*
   a. Reasons for clustering.
   b. Training necessary to achieve occupational goals.
   c. Employment outlook of occupations.

* Research time may be needed in the school's Career Information Center to answer the questions adequately.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher evaluation of student's paper as to: 1. sentence structure. 2. paragraph form. 3. student's ability to fit occupations that interest him or her into career clusters. 4. Student's skills in finding the training and entrance requirements for his field.	P.I.E.S. - 40 minutes Discussion - 28 minutes Student evaluation of interests - 40 minutes Total time: Two class periods of 54 minutes each.* *Additional day will be added to unit if teacher has class research information in Career Information Center.	1. Filmstrip projector and cassette tape recorder. 2. P.I.E.S. (Picture Interest Exploration Survey), Education Achievement Corp., P. O. Box 7310, Waco, Texas 76710 (817) 776-1230)	1. Arrange for projector and recorder. 2. Arrange for P.I.E.S. 3. If needed, arrange for time in Career Information Center.
		Resources (10)	
		Career Information Center	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Alison Wilson Subject R. C. English Grades 10 - 11

Career Development Component Career Awareness and Exploration Dates of Development 1/2/78

Lesson Objective (1)

To reinforce students' ability to derive additional reading comprehension through the use of pictures.

Original Lesson Student Outcomes (2)

Students will be able to:

1. recognize pictures as a tool for better comprehension of reading material.
2. practice critical observation of pictures to increase skills of comprehension.

Career Development Subgoal (3)

6.6 For the individual to gain experience in work related roles and settings.

Performance Indicator(s)Objective(s)(4)

6.6 (D) For the individual to gather information about the duties, work conditions, worker characteristics, rewards, employment outlook, preparation requirements, etc., for at least (five) occupations consistent with his or her occupational goals.

Career Development Student Outcomes (5)

Students will become more aware of the range of careers available through visual observation of people involved in their occupations.

Lesson Activities (6)

Activity Title:

Pictures For Better Comprehension

Procedures:

Teacher will:

1. explain that authors and publishers have many reasons for including pictures in books.
2. explain that deriving meaning from pictures is a skill to be utilized in enhancing comprehension.
3. distribute Vanguard and assign exercises pp. 507-509).
   (These exercises require students to make judgments concerning the habits, situations and environments of various characters in illustrations.)
4. show P.I.E.S. (Picture Interest Exploration Survey) and have students make judgments on clues concerning job duties, conditions, etc ., on the basis of the pictures.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher check and grade student completion of Vanguard exercises. 2. Teacher assessment of individual understanding of the use of pictures to evoke greater comprehension of both careers and literature.	Introduction and Vanguard exercises - One class period of 54 minutes Review P.I.E.S. and Quiz- One class period of 54 minutes Total time: Two class periods of 54 minutes each.	1. Slide projector 2. Tape recorder 3. Paper and pencils	1. Check out AV equipment. 2. Obtain P.I.E.S.

Resources (10)
1. Vanguard Reading Text, McGraw Hill Publisher (basic reader)
2. P.I.E.S. (Picture Interest Exploration Survey), Educational Achievement Corp., P. O. Box 7310, Ward, Texas 76710

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name John McGreevy Subject English RC 2 Grades 11

Career Development Component Career Decision Making Dates of Development 6/2/68

Lesson Objective (1)

To help students identify what values are and identify the values of certain groups.

Original Lesson Student Outcomes (2)

Students will be able to:

1. describe what is meant by the term "values."
2. understand that others may have different values than their own.

Career Development Subgoal (3)

1.2 For the individual to recognize similarities and differences between his or her interests and values and of others.

Performance Indicator(s)Objective(s)(4)

1.2 (E) For the individual to discuss reasons why people have similar or different interests.

1.2 (F) For the individual to compare and contrast values held by his or her classmates.

Career Development Student Outcomes (5)

Student will be able to:

1. list reasons why people have similar or different values.
2. compare and contrast their values and those of another classmate.

Lesson Activities (6)

Activity Title:

What Do You Value?

Procedures:

1. Teacher discusses the definition of values, abstract versus concrete.
2. Teacher provides students with list of things that people value (ie., education, money, health, love, pleasure, independence, freedom, security, strength, popularity, etc.)
3. From the list provided, each student selects those (three) that are most important to him or her. Several students discuss their top values (from the list).
4. Teacher provides students with a list of groups from certain sub-groups in school (teachers, parents, frats, jocks, greasers). Students are asked to list the three most important values of each group.
5. Class discussion of values of each group. Are they different? If so, why?
6. Students then write a short paper giving their opinions of values and the importance of recognizing individual differences.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will describe in a short paper: what values are, list reasons people may have different values than their own, and compare and contrast their own values to those of a fellow classmate.	Total time: One class period of 54 minutes.	Pencil and paper	
		Resources (10)	
		Decisions and Outcomes, Gelatt, H. B., College Entrance Examination Board, pub., New York, 1973.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Donna Glowacki Subject English 10 Grades 10

Career Development Component Self Awareness and Assessment Dates of Development 2/78

Lesson Objective (1)

To compare and contrast techniques of characterization in the short story and the film.

Original Lesson Student Outcomes (2)

Students will be able to:

1. List similarities and differences in the characterizations techniques of two literary genres: literature and film.
2. Students will become more sensitive to the problems as well as the value of our elderly.
3. Students will be able to write dialogue.

Career Development Subgoal (3)

4.2 For the individual to acquire listening, attending, and initiating skills.

Performance Indicator(s)Objective(s) (4)

4.2 (P) For the individual to discuss confrontation and identify (2) times he or she has confronted another or been confronted by another.

Career Development Student Outcomes (5)

Students may develop an interest in working with the elderly or another human service field.

Students will confront their own futures, even their own old age, and the quality of life they will wish to lead.

Lesson Activities (6)

Activity Title:

Film viewing and analysis

Procedures:

1. Vinette: As a discussion starter, "Stage" a confrontation with a student who comes late to class (the situation will be prearranged between the student and the teacher).
    a. After the episode, ask the class for their reactions and a description of what happened.
    b. Draw from the discussion, a definition of confrontation (ie. coming face to face, sometimes in hostility or defiance).
    c. Ask students to give other examples of confrontation they may have had with parents, teachers, friends, employers, within themselves (list types on board).
2. Introduce the film "Peege" - a moving story of old age, loneliness, the need to create and to love. Point out that the story involves an elderly woman living in a nursing home, and her grandson who must "confront" her there, on her birthday.
3. Before viewing the film, review methods of characterization used in the short story. Then ask students to note the main methods of character development in the film, and compare them to those used in the short story "A Worn Path" (read in class the previous day). This will be turned in at the end of the class period. Also point out that although the 2 main character do very little talking, they manage to communicate. Write a dialogue between the grandson and his grandmother, expressing what you think they are feeling. This assignment will be due at the beginning of the next class period.
4. Class views film.
5. Writing assignments.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will base his/her evaluation on: 1. The students written analysis of various methods of characterizations. 2. The students creativity and sensitivity in verbalizing the film's confrontation through written dialogue.	Role playing vinette - 10 minutes Film introduction - 5 minutes Viewing - 30 minutes Writing assignments - 9 minutes (in class) 15 - 20 minutes (homework) Total Time: one class period of 54 minutes plus homework	1. Film 2. 16 mm projector 3. Screen	Book film at least one month in advance. Meet with student selected for role-play in confrontation example. (At least one day in advance)
		Resources (10)	
		Film "Peege"can be rented from Henry Ford Library in Dearborn for a small fee. 28 minutes, color, Phoenix Films	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Donna Glowacki Subject English 10 Grades 10

Career Development Component Self Awareness and Assessment Dates of Development February, 1978

Lesson Objective (1)

To develop sensitivity to oneself and others, and to reinforce speaking and listening skills.

Original Lesson Student Outcomes (2)

Students will be able to:

1. recognize stereotyping and their own prejudices.
2. respond to the speaker by asking pertinent questions.
3. visit a nursing home.

Students will be better informed about life in a nursing home, the various jobs found there, the role of the institution and its services.

Career Development Subgoal (3)

2.3 For the individual to recognize that change in self-concept can be the result of learning, physical growth, and/or maturation.

Performance Indicator(s)Objective(s)(4)

2.3 (L) For the individual to predict the effect a particular learning experience will have on his or her self concept.

Career Development Student Outcomes (5)

Students will be able to look ahead to their own behavior and reactions to life in a nursing home and analyze its positive/negative effects on their self concept.

Lesson Activities (6)

Activity Title:

Class Discussion and Speaker

Procedures:

I. Begin with a class discussion related to the previous day's film "Peege."
   A. Ask students to describe what they imagine life is like in a nursing home where Peege lives (this may also reinforce the concept of stereotyping). Include atmosphere of the place, mood of the people (residents, staff, visitors), physical environment (sights, sounds, smells, tastes).
   B. Ask students why they think Peege lives in a nursing home (ie., illness, own choice, no where else to live). Discuss the various roles of nursing homes.
      1. Read an article in defense of nursing homes (from"New Yorker Magazine").
      2. Ask students to describe the effect of the visit to the nursing home on Peege's grandson. What do you think he learned about himself by this experience?
      3. Ask students to predict on a sheet of paper the effect visiting a nursing home would have on them. How would you react? What do you think you might learn about yourself by this experience?

II. Ask the director of a nearby nursing home to speak (and if possible, show pictures or slides) of the home. Allow time for questions and answers.

III. Ask students at the end of the class period to think about visiting the home personally. Those who decide to make the visit may sign up during the next class period.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate students: 1. class participation in opening discussion. 2. alertness and receptivity to speaker during his/her presentation. 3. ability to react to what has been said and ask pertinent questions. 4. list of behavior/effects predictions.	Beginning discussion - 25 minutes Speaker - 20 minutes Questions - 9 minutes Total time: One class period of 54 minutes	Article from the "New Yorker Magazine". Slide projector if needed for speaker presentation. **Resources (10)**	Call area nursing homes to request a guest speaker (at least three weeks in advance). Discuss presentation with nursing home director and possible follow-up student visits. Send confirmation letter to speaker (one week in advance).

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Donna Glowacki **Subject** English 10 - Literature **Grades** 10

Career Development Component Self Awareness and Assessment **Dates of Development** February, 1978

Lesson Objective (1)

To introduce the concept of stereotyping.

Original Lesson Student Outcomes (2)

The student will be able to:

1. define stereotyping
2. give examples of stereotyping.
3. see how the mass media creates and reinforces stereotypes, thus seeing how they are influenced by this stimuli.

Career Development Subgoal (3)

1.2 For the individual to recognize similarities and differences between his or her interests and values and those of others.

Performance Indicator(s)Objective(s)(4)

1.2 (K) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

Career Development Student Outcomes (5)

1. By comparing their attitudes towards the elderly with general public attitudes and others in their own age group, students will be able to see whether their opinions conform or not.
2. Students will be able to evaluate their attitudes to see if they are based on fact or emotion.
3. Students will be able to learn how well informed they are about people of a different age group and how much in common they have with the elderly as a group.

Lesson Activities (6)

Activity Title:

Introduction to Stereotyping

Procedures:

1. Free Association: Teacher writes the words "Old Age" on the blackboard.
   a. Ask students to write words, ideas, feelings that come to mind related to the topic.
   b. Record student responses on blackboard.
2. Survey: Teacher distributes survey designed to identify stereotypes toward the elderly.
   a. Students complete surveys anonymously.
   b. Small group of volunteer students tally and report student responses.
   c. Teacher records responses of general public surveyed for comparison.
   d. Teacher gives class factual statistics about elderly related to survey items.
3. Discussion: Draw conclusions from students based on the free association exercises and survey; ie, "Our attitudes about old age are very negative," or "We have many misconceptions about the elderly." Explore the reasons for attitudes; ie., cultural, economic, social, demographic, personal feelings of fear, personal experiences.
4. Assignment: Ask students to bring to class magazine ads illustrating the elderly. Make generalizations about the elderly based on these ads. Are these accurate representations?
5. Ask students to list how many of these characteristics of the elderly also apply to stereotypes of youth and how much in common they have with the elderly as a group; ie., both groups are not valued, are ignored, powerless, anti-establishment.
6. Definition: Define term "stereotype."

Evaluation (7)

Teacher will check:

1. accuracy of student written or verbal definition of stereotype.
2. student participation in class discussion.
3. magazine ads brought to class for credit.
4. ability of students to list commonality between two apparently contrasting groups of people.

Time Estimate (8)

Total time:
One class period of 54 minutes.

1. Free association - 10 minutes
2. Survey - 20 minutes -
3. Discussion - 15 minutes

*4. Assignment - 15 minutes

*5. Assignment - 10 minutes

6. Definition - 5 minutes

*homework

Supplies/Equipment (9)

1. Copies of surveys
2. Magazines

Resources (10)

Local Commission on Aging

Pre-Planning Tasks (11)

Contact Commission on Aging for resource materials; ie., Survey.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Donna Glowacki
Subject English 10 - Short Story
Grades 10
Career Development Component Self Awareness and Assessment
Dates of Development February, 1978

Lesson Objective (1)

To show how characterization is developed in a short story.

Original Lesson Student Outcomes (2)

The student will be able to identify the different ways that characterization is developed in a short story.

Career Development Subgoal (3)

4.2 For the individual to acquire listening, attending, responding, and initiating skills.

Performance Indicator(s)Objective(s)(4)

4.2 (O) For the individual to describe "empathy" and identify two situations in which he or she has been empathetic.

Career Development Student Outcomes (5)

Students will be able to:

1. verbalize how it feels to be physically restricted.
2. describe in writing another personal example of empathy.
3. empathize with a hard working fictional character who is treated cruelly by other characters.

Lesson Activities (6)

Activity Title:

Short Story Reading

Procedures:

1. Introduction: Teacher asks class what it would feel like to be old, and the kind of old age they invision for themselves in fifty years. Or ask how many students would be willing to participate in scientific experiments to lower body temperature on the theory that one's life span can be doubled.
2. Role Playing: Simulate the physical handicaps of the elderly by having students put cotton in ears, wear sunglasses, gloves, and wrap an arm in a sling. Show how frustrating these handicaps can be by asking students to perform simple tasks; ie., signing a mock Social Security check.
3. Discussion: Ask students to discuss how they feel (frustrated, isolated, etc.).
4. Writing Assignment: Ask students to write a one page description of a personal experience in which the student felt the way others felt; ie., feeling what it is like to be a parent, or identify with the opposite sex, or someone physically handicapped.
5. Reading Assignment: Ask students to read the story, "A Worn Path," by Eudora Welty, pp. M70-M74 in The United States In Literature, text. Students should describe the various attitudes characters have towards Phoenix, the main character. Students should also write examples of the following methods of characterization which show Phoenix's character.
   a. Direct description by author.
   b. Actions by the main character.
   c. Actions of other characters towards her.
   d. What the characters say about Phoenix.
   e. What Phoenix says.

Evaluation (7)

Teacher will:

1. determine through class discussion student understanding of "empathy."
2. evaluate accuracy of personal example written in class.
3. evaluate homework completion and comprehension.

Students will describe how it feels to be physically restricted, a personal example of empathy, empathize with a short story character, and identify ways characterization is developed in a short story.

Time Estimate (8)

Total time:
1½ class periods of 54 minutes each.

1. Introduction - 10 minutes
2. Role Playing - 20 minutes
3. Discussion - 5-10 minutes
4. Writing assignment - 15-20 minutes
5. Homework - 20-30 minutes

Supplies/Equipment (9)

1. Cotton balls, sunglasses. gloves, sling.
2. Mock checks.
3. Paper and pen.

Resources (10)

1. Textbook: The United States in Literature, Leo Knur, editor; Scott-Foresman, 1973.
2. Might wish to speak with a gerontologist or director of a nursing home.

Pre-Planning Tasks (11)

Gather supplies needed.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Donna Glowacki Subject English 10 Grades 10

Career Development Component Self Awareness and Assessment Dates of Development February, 1978

Lesson Objective (1)

To write a concrete description of a scene or a person.

Original Lesson Student Outcomes (2)

Students will be able to write a character sketch and/or a scenic description of a trip to a nursing home.

Career Development Subgoal (3)

1.3 For the individual to recognize settings and experiences that provice knowledge of self and others.

Performance Indicator(s)Objective(s)(4)

1.3 (L) Given an experience (ie., a trip to a museum) the individual can describe the type of information about himself or herself that was gained from the experience.

Career Development Student Outcomes (5)

Students will be able to describe their trip to a nursing home, including what they learned about nursing homes, old people and themselves.

Lesson Activities (6)

Activity Title:

Visit To A Nursing Home

Procedures:

I. Having already received an orientation to the nursing home when its director visited the class, student volunteers will make arrangements to visit the nearby home. This will include:
   A. Determining and scheduling an appropriate date and time.
   B. Arranging for transportation.
   C. Having parent permission forms signed.
   D. Developing a written form to be completed during and immediately after the visit, which will be submitted to the teacher, and which will include a description of:
      1. Physical appearance of home (inside and out)
      2. its atmosphers
      3. mood of its people (residents, staff, visitors)
      4. Incidents that occurred
      5. People met
      6. Questions asked

II. After the visit, the students will be given the opportunity to share the experience with the rest of the class, through discussion/questions/answers.

III. Students will submit the written form they devised describing the visit. Later they will write an essay based on information they gathered during the visit.

IV. Students will evaluate the experience in writing, including: personal reactions, what they felt they learned about nursing homes, old people and themselves, and comparing these conclusions with their predictions made earlier in the week.

V. Students wishing to extend this experience to a series of visits may do so for credit.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Visit information sheet given credit according to its completeness. 2. Character sketch or scenic description will be graded according to how vividly the writer paints a picture in words. 3. Students will evaluate the experience and identify what they have learned by the visit.	Preparations - One class period of 54 minutes Visit - One class period of 54 minutes Discussion and evaluation - One class period of 54 minutes Character sketch or scenic description - Homework Total time: Three class periods of 54 minutes each	1. Parent permission slips 2. Visitation form 3. Student evaluation form	Student orientation to convalescent home. Student visit arrangements (transportation, parent permission forms signed)
		Resources (10)	
		Nursing Home	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Alison Wilson Subject Basic English 10 Grades 10

Career Development Component Career Decision Making Dates of Development January 2, 1978

Lesson Objective (1)

To teach students the definitions of metaphors and similes and have them identify them in rock and roll and/or poetry.

Original Lesson Student Outcomes (2)

Students will be able to:

1. define metaphors and similes.
2. find examples of these poetic devices in their own music lyrics.
3. create metaphors and similes of their own.

Career Development Subgoal (3)

11.1 For the individual to develop skill in developing options.

Performance Indicator(s)Objective(s)(4)

11.1 (A) For the individual to give (one) reason why it is so important not to close in on a specific goal too soon.

Career Development Student Outcomes (5)

Students will be able to recognize the advantage of finding out the skills needed for a chosen career before closing his options too soon on other career choices.

Lesson Activities (6)

Activity Title:
Understanding and Recognizing Poetic Devices

Procedures:

Teacher will:

1. explain to class that rock and roll lyricists and and poets often use poetic devices to create a specific mood.
2. define metaphors and similes and clarify their differences.
3. distribute copies of lyrics containing metaphors and similes (see Resources). Ask class to find all the similes and metaphors in the songs and underline them.
4. play songs.
5. discuss the effectiveness of the poetic devices in the songs.
6. discuss what effect the ability of a writer with training and one without training will have on the success or failure of a song.
7. ask students to identify their career goals and elicit class discussion of the skills needed for these careers.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will check the completion of metaphor and simile list. 2. Teacher will assess student understanding of the importance of proper training in careers. 3. Teacher will check and assess students' creation of their own similes and metaphors.	Introduction of unit, discussion and song presentation - One class period of 54 minutes. Student completion of simile and metaphor writing - One class period of 54 minutes. Class discussion of career goals - One class period of 54 minutes. Total time: Three class periods of 54 minutes each.	1. Tape recorder or record player. 2. Records containing metaphors and similes. 3. Copies of song lyrics. 4. Paper/pencil.	1. Obtain record player or recorder. 2. Obtain records. 3. Duplicate song lyrics.
		Resources (10)	
		Suggested songs: "Daniel" by Elton John "Annie's Song" by John Denver "Matthew" by John Denver "Grandmother's Feather Bed" by John Denver "Bluebird" by Wings "Candle in the Wind" by Elton John "Angel Sea" by Cat Stevens "Killer Queen" by Queen "I Am A Rock" by Simon and Garfunkel "Tiger" by Abba	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Mendler Subject Journalism I Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 1/13/78

Lesson Objective (1)

To inform students how to conduct an interview to gather information for a news story.

Original Lesson Student Outcomes (2)

Students will be able to:

1. set up an interview.
2. interview properly
3. write a story from the interview.

Career Development Subgoal (3)

4.2 For the individual to acquire listening, attending, responding, and initiating skills.

Performance Indicator(s)Objective(s)(4)

4.2 (M) The individual will compare and contrast ways to encourage communication and ways to discourage communication.

Career Development Student Outcomes (5)

Students will be able to identify the acceptable and unacceptable methods of both opening and closing a communications process.

Lesson Activities (6)

Activity Title:

Write a Story Based On An Interview

Procedures:

Students will:

1. read and discuss interviewing process (from text).
2. read and discuss teacher handout of examples of good and poor interviewing techniques.
3. conduct a demonstration of an actual interview. Experienced school newspaper staff members demonstrate.
4. make appointments for interviews by writing note to interviewees requesting interview appointment.
5. submit a list of interview questions for teacher approval.
6. conduct interview.
7. discuss related problems encountered and identify at least two acceptable methods of opening and closing a communications process which they used.
8. Write the interview story. Story must:
    a. include identity of interviewee.
    b. include at least six responses to the student prepared written list of interview questions.
9. take test on interviewing skills.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will be evaluated on their ability to interview by their interviewee, who will be provided with a student interviewer rating sheet which he/she will complete and return to the teacher. Students will be evaluated on the interview story based on form and content. Student will be tested on his/her interviewing skills.	Discussion of interviewing process - Three class periods of 54 minutes each. Formulate and evaluate interview questions - Two class periods of 54 minutes each. Class demonstration - One class period of 54 minutes One week for interviewing. Total classroom time: Six class periods of 54 minutes each.	Examples of good and poor interviewing techniques.	Prepare and run off examples of good and poor interviewing techniques.
		Resources (10)	
		1. Experienced newspaper staff members from the school's newspaper to conduct demonstration. 2. Interviewing materials from text: Journalism In The Mass Media, by Moyes and White, published by Ginn and Company, Lexington, Mass. 02173.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Mendler **Subject** Journalism **Grades** 10 - 12

Career Development Component Career Awareness and Exploration **Dates of Development** 12/20/77

Lesson Objective (1)

To teach students how to design and sell an ad for the school newspaper.

Original Lesson Student Outcomes (2)

Students will be able to:

1. select stores from the community and identify their business products and/or services.
2. prepare an illustration and copy for an ad.
3. go out into the community and attempt to sell the ad.
4. explain how a newspaper is financed.

Career Development Subgoal (3)

6.6 For the individual to gain experience in work related roles and settings.

Performance Indicator(s)Objective(s)(4)

6.6 (E) For the individual to acquire work related experiences in a real work setting in an occupation consistent with his or her occupational goals.

Career Development Student Outcomes (5)

Journalism students will be able to demonstrate advertising and selling skills by going out into the business community to sell ads for the school newspaper.

Lesson Activities (6)

Activity Title:

Designing and Selling a Newspaper Ad

Procedures:

1. Students will read teacher provided material on:
    - a. writing copy.
    - b. selecting illustrations for ads.
    - c. techniques of selling.
2. Outside speaker from advertising agency will come to class and discuss the process of advertising.
3. Students will:
    - a. select three target stores for which to design ads and identify what services the business offers or what the store sells.
    - b. draw or select suitable illustrations for a product at the store and write copy for the ad.
    - c. prepare an ad portfolio of previously published school newspaper ads.
    - d. call on a store and attempt to sell the ad. Use portfolio in sales presentation.
4. Class discussion of experiences and how a newspaper is financed.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will assess student's knowledge of designing and selling newspaper ads by: 1. checking illustrations and copy of each student's ad. 2. number of ads sold in community. 3. participation in class discussion.	Total time in class: Five class periods of 54 minutes each.	1. Teacher made handouts on advertising: a. Writing copy b. Selecting illustrations for ads. c. Techniques of selling **Resources (10)** Speaker - advertising	1. Arrange for person in advertising to come into class at least two weeks ahead of time. 2. Prepare teacher made handouts.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Mendler Subject Journalism II Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development 1/13/78

Lesson Objective (1)

To teach students how First Amendment freedoms relate to the working press - libel laws.

Original Lesson Student Outcomes (2)

Students will know the names of and be able to briefly explain the major libel cases in the 20th century.

Career Development Subgoal (3)

9.3 For the individual to understand the relationship between political systems and citizen rolls.

Performance Indicator(s)Objective(s)(4)

9.3 (I) For the individual to explain the rights guaranteed by the U. S. Constitution (as delineated by the Supreme Court).

Career Development Student Outcomes (5)

Students will be able to explain constraints on and what the professional press can publish.

Lesson Activities (6)

Activity Title:

Freedom of the Press

Procedures:

1. Students will read a synopsis of Jerome Nelson's Libel.
2. Class discussion of libel laws. Teacher explains Michigan libel law and how it differs from other states'.
3. Students are given case studies by teacher. Students will discuss what is libelous material and what is publishable:
   a. New York Times vs. Sullivan
   b. Firestone vs. Time, Inc.
   c. Gertz vs. Welsch
4. Students must collect at least two articles on libel.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will be evaluated on their knowledge of the major libel cases and the libel law through a unit test.	Total time: Seven class periods of 54 minutes each.	Jerome Nelson's Libel, University of Iowa Press, Iowa City, Iowa **Resources (10)** Cases of: Gertz vs. Welsch Time, Inc. vs. Firestone New York Times vs. Sullivan	Duplicate case studies and unit test.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Mendler Subject Journalism II Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development 4/6/78

Lesson Objective (1)

To acquaint students with the editorial staff functions of a professional newspaper.

Original Lesson Student Outcomes (2)

Same as "Career Development Student Outcomes."

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations.

Performance Indicator(s)Objective(s)(4)

Given a work setting, the individual will be able to describe the different occupations found in that setting.

Career Development Student Outcomes (5)

Student will be able to:

1. list the occupations that exist in a typical newspaper setting.
2. list the duties of each occupation.

Lesson Activities (6)

Activity Title:

Newspaper Staffing

Procedures:

1. Students will read text material dealing with newspaper staffing.
2. Class discussion of material read.
3. Students will read autobiographies of newspaper job holders (distributed by teacher).
4. Teacher will show film "The Journalists" (25 minutes - color). Harry Reasoner narrates film dealing with careers in journalism via a series of interviews with noted journalists.
5. Evaluation

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will be asked to objectively list the jobs found in each department of the newspaper and indicate their duties.	Total time: Three class periods of 54 minutes each.	Text: Journalism in the Mass Media by Noyes and White, Ginn and Company, Lexington, Mass. 02173	1. Order film 2. Obtain projector 3. Call Detroit News at least three weeks in advance of the lesson to obtain autobiography.
		Resources (10)	
		1. "Autobiographies of Staff Personnel," The Detroit News, 1977-78 (call and ask for reprints). 2. Film "The Journalist," Sigma Delta Chi films.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Mendler

Subject Journalism II

Grades 10 - 12

Career Development Component Career Awareness and Exploration

Dates of Development 2/8/78

Lesson Objective (1)

To teach students to design newspaper pages.

Original Lesson Student Outcomes (2)

Given two lined layout sheets, a ruler and a log sheet, students will be able to demonstrate their knowledge of good typography and design by dummying two tabloid sized news pages correctly.

Career Development Subgoal (3)

6.6 For the individual to gain experience in work related roles and settings.

Performance Indicator(s)Objective(s)(4)

6.6 (B) For the individual to participate in (three) simulation occupational experiences.

Career Development Student Outcomes (5)

Each student will be able to describe his or her personal reaction to the three newspaper positions (copy editor, front page editor, newspaper editor) based on their simulation experience.

Lesson Activities (6)

Activity Title:

Page Layout and Design

Procedures:

1. Assign Chapters 16 and 17 in text, Scholastic Journalism, on typography and newspaper design.
2. Discuss additional concepts not presented in text:
   a. Tombstoning b. Raw wraps
3. Show examples of type on overhead projector. Students must identify as to "Roman" and "Italic", "Serif" and "Sans Serif" and judge readability.
4. Students are given a log sheet and will practice laying out pages.
5. Students work in groups of four (one front page editor, one news page editor, two copy editors). Copy is gathered from newspaper wire service machines. (Use fresh wire copy, no more than two days old. Do not use dittoed stories for this assignment. Part of its effectiveness is use of "real world" material.) Students copy-edit stories, slug them, write headlines; then editors dummy pages (jobs rotate until everyone has turn at each job).
6. Each student designs two news pages and then cuts matching elements from newspapers and pastes them on a tabloid-sized folder provided by the teacher.
7. Class discussion of tasks involved and pressures created by each editor's job.
8. Students will write a critique of each editor's job.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Students are given a log sheet, ruler, and dummy pages and in one hour must dummy two pages (according to the criteria set as good typography and design through the classwork). 2. Students will write a critique of each editor's job and explain which job they liked best.	Total time: Fifteen class periods of 54 minutes each.	1. Rulers 2. Pencils 3. Dummy sheets 4. Newspaper wire copy from AP or UPI affiliated newspapers. 5. Log sheets 6. Transparencies showing examples of type. 7. Text: Scholastic Journalism by English and Hoch, University Iowa Press, Iowa City, Iowa. 8. Overhead projector	Obtain and/or prepare necessary supplies.
		Resources (10)	
		Any available filmstrips on newspaper design.	

JOURNALISM II

Glossary of Terms for Makeup, Typography and Layout

dummy

log sheet

name plate

how to mark pix

how to mark ads

kickers

centered heads

boxed heads

boxed stories

body type

head type

serif type

sans serif type

Roman type

italic type

type size

raw of naked wrap

gray space

white space

gutter

art

ways to break up gray space

tombstoning

jumped stories

pyramid right

type style

ornaments

hot spots

indented body type

cutline or caption

logo

point size

picas

harmonizing type

offset

balance

optical center

contrast

horizontal make-up

vertical make-up

double truck

rule

banner or streamer

wild art

masthead

column inches

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Mendler Subject Journalism II Grades 10 - 12

Career Development Component Career Awareness/Decision Making Dates of Development 1/13/77

Lesson Objective (1)

To develop an understanding of the laws governing the high school press.

Original Lesson Student Outcomes (2)

Students will become aware of, and be able to explain, the pertinent court cases relating to the high school press.

Career Development Subgoal (3)

9.3 For the individual to understand the relationship between political systems and citizen role.

11.3 For the individual to gain decision making experience by making systematic decisions.

Performance Indicator(s)Objective(s)(4)

9.3 (H) For the individual to explain how a particular personal freedom or right was granted as a result of protest against unjust laws.

11.3 (I) Given a situation where the individual must make a decision, he or she can list alternatives, weigh the alternatives as to highest priority, and make a systematic decision based on identified information.

Career Development Student Outcomes (5)

Students will be able to:

1. explain constraints on what high high school press can publish.
2. make a decision regarding the rights of student expression based on the information available.

Lesson Activities (6)

Activity Title:

Freedom of Student Expression

Procedures:

1. Students to read teacher provided handout of Supreme Court cases dealing with student expression and school system regulations.
2. Students discuss evolution of freedom of student expression and current case studies from Student Press Law Center in Washington, D. C.
3. Students, working in groups of four, are given an example case (recently decided or undecided). Each group will determine an outcome and explain their decision based on their knowledge gained in previous discussion.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher subjective evaluation of group decision making process and student knowledge of school regulations and court cases dealing with student expression (through class discussion).	Total time: Four class periods of 54 minutes each.	1. School system's regulations governing student expression (from school principal). **Resources (10)** List of Supreme Court cases dealing with student expression. "Student Press Law," Center Publications, Washington, D. C.	1. Students must have a thorough grounding in First Amendment press freedoms. 2. Obtain a copy of school system's regulations governing student expression and duplicate. 3. Duplicate Supreme Court cases dealing with student expression.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Mendler Subject Journalism II Grades 10 - 12

Career Development Component Career Decision Making Dates of Development 1/13/78

Lesson Objective (1)

To teach students how to apply for an editorial job on the student newspaper.

Original Lesson Student Outcomes (2)

The student will be able to write a letter of application for an editorial position on the school newspaper, listing his/her qualifications for that particular job.

Career Development Subgoal (3)

11.4 For the individual to acquire skill in stating and implementing a plan of action.

Performance Indicator(s)Objective(s)(4)

11.4 (D) Given a specific goal the individual is interested in, he or she can describe a plan to modify personal characteristics in order to facilitate attaining that goal; the individual can then implement, monitor, and evaluate the plan.

Career Development Student Outcomes(5)

The student will be able to describe a plan of action to acquire the necessary qualifications to be selected as an editor of the school paper.

Lesson Activities (6)

Activity Title:

Applying for an editorial position on the school newspaper

Procedures:

1. Teacher will pass out a list of editorial positions available on school paper, discuss these positions and their necessary qualifications.
2. Current editors from school paper will discuss their jobs (nature of work, duties, responsibilities) with class.
3. Student will write a letter of application for an editorial position on the school newspaper listing his or her qualifications for that particular position.
4. Students will compare the qualifications listed in their letters with the qualifications necessary for the position.
5. Students will describe experiences and activities they might pursue in order to acquire the necessary qualifications they currently lack.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11
Teacher will critique the application letters and action plans. Based on this information, both the teacher and the present editors will select the future editors.	Total Time: two class periods of 54 minutes each. 1. 2 days - presentation of jobs available and discussion by current editors. 2. 2 days - (homework) students write letter, compare qualifications, and form plan of action.	None	Arrange for student editors to speak to class, one week in advance.
		Resources (10)	
		Current student editors	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Mendler

Subject Journalism II

Grades 10 - 12

Career Development Component Career Decision Making

Dates of Development 12/20/78

Lesson Objective (1)

To teach students how to exercise leadership without alienating co-workers.

Original Lesson Student Outcomes (2)

Students will be able to recognize that no decision can be made in isolation from consequences.

Career Development Subgoal (3)

11.3 For the individual to gain decision making experience by making systematic decisions.

Performance Indicator(s)Objective(s)(4)

11.3 (I) Given a situation where the individual must make a decison, he or she can list alternatives, weigh the alternatives as to highest priority and make a systematic decision based on identified information.

Career Development Student Outcomes (5)

Students will be able to:

1. list the possible consequences of a decision.
2. evaluate the consequences of a decision and decide.

Lesson Activities (6)

Activity Title:

How Do I Decide What To Publish?

Procedures:

1. Students are provided with a hypothetical story, developed by the teacher, relating to something of current interest.
2. Students are placed in small groups (3 to 4 per group) to discuss the pros and cons of the story's publication.
3. Students weigh the pros and cons and then decide whether to publish the story.
4. Each group explains thoroughly its decision to the entire class.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher evaluation of small group discussion and presentation. Group presentation must include at least two positive and two negative consequences for publishing the story under consideration.	Offer hypothetical story and divide students into groups - One class period of 54 minutes Group discussion - One class period of 54 minutes Group presentation of decisions - One class period of 54 minutes Total time: Three class periods of 54 minutes each		Write up and duplicate hypothetical story.
		Resources (10)	
		Story situations from recent copies of magazines or newspapers.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Mendler
Subject Journalism I
Grades 10 - 12

Career Development Component Planning and Placement
Dates of Development 2/8/78

Lesson Objective (1)

Student will know copy editing symbols and newspaper style rules.

Original Lesson Student Outcomes (2)

Students will be able to demonstrate knowledge of the most common copy editing symbols and elements of newspaper style.

Career Development Subgoal (3)

13.2 For the individual to identify and investigate prerequisites for reaching goals.

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

13.2 (H) Given the prerequisites for attaining a specific career goal, the individual can identify characteristics or qualities a person should have to meet those prerequisites.

14.2 (J) For the individual to research potential employers for the purpose of identifying job requirements and factors which contribute to gaining employment.

Career Development Student Outcomes (5)

Students will be able to write a story demonstrating correct use of style rules and copy editing symbols as a prerequisite to be hired in a beginning newspaper position.

Students will be able to list the minimal employment standards of newspapers.

Lesson Activities (6)

Activity Title:

Style and Copy Editing

Procedures:

1. Assign appropriate textbook readings on copy editing and newspaper style rules for homework. (If available, students might also read a copy of their school newspaper style rule booklet.)
2. Class discussion of assigned homework, reasons for style rules, and why uniformity exists in the news media.
3. Class review of history of wire services, if appropriate.
4. Students practice on teacher prepared sentences and stories, using copy editing symbols.
5. Student volunteers will contact two different newspapers requesting the minimal employment standards for a news reporting position and present their findings to the class.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will complete: 1. a teacher prepared evaluation of style errors using appropriate copy editing symbols. 2. knowledge of minimum employment standards of local newspapers.	Total time: Two class periods of 54 minutes each. Additional time required for students to contact newspapers.	1. Standard journalism text 2. Teacher prepared sentences and stories containing copy errors.	Prepare handouts involving copy errors.
		Resources (10)	
		None	

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LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Janet Mendler Subject Journalism 3 Grades 11 - 12

Career Development Component Planning and Placement Dates of Development 2/8/78

Lesson Objective (1)

To teach students to write a resume and a letter of application for newspaper jobs

Original Lesson Student Outcomes (2)

Students will be able to write a lucid resume and letter of application containing no spelling or grammar errors.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.2 (I) For the individual to identify the information typically found in a personal resume and to develop a personal resume.

14.2 (M) Given a job the individual is interested in, he or she will complete an appropriate letter of application.

Career Development Student Outcomes(5)

Students will be able to write a lucid resume and letter of application containing no spelling or grammar errors.

Lesson Activities (6)

Activity Title:

Writing Resumes and Letters of Application

Procedures:

1. Students are presented with teacher-made resume and letter of application.
2. Students list all factors in their background which might be included in:
   a. resume
   b. letter of application
3. Students discuss the importance and relevance of the items listed with the teacher to determine which might be appropriatly included in the resume.
4. Students write rough drafts of their applications and resumes and have them approved by the teacher.
5. Students type their letters and resumes and submit them to qualified counselor for critique.
6. Students write final drafts of their resumes and letters of application based on the counselor critiques.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Resumes and letters will be critiqued by counselor, who will offer each student a personal verbal or written critique. Teacher evaluates final letter of application and resume.	Total time for in class work - three class periods of 54 minutes each. Interview and critique by counselor (time determined by number of students and counselor's availability.	None	Teacher must prepare a letter of application and a resume of his/her own. It is more interesting if it is real and deals with the teacher.

Resources (10)
Resume and job application resources: "Preparing Effective Job Resumes," pub. by World Trade Academy Press. "Resumes in News Editing," pub. by Houghton Mifflin.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Irwin Weisberg
Subject English - Poetry
Grades 11 - 12
Career Development Component Career Awareness and Exploration
Dates of Development 12/2/77

Lesson Objective (1)

To teach the concept of personal and general values as they affect our life, using the process of poem composition.

Original Lesson Student Outcomes (2)

Students will be able to:

1. define the term "values."
2. compose a list of treasured possessions.
3. share some of the things they value with the class.
4. write a poem based on these values.

Career Development Subgoal (3)

6.1 For the individual to understand the relationship between an occupational role, its setting, and life style.

Performance Indicator(s)Objective(s)(4)

For the individual to identify the values he or she feels are important and which he or she would like to maintain in a work setting.

Career Development Student Outcomes (5)

After recognizing one's values, students will be able to identify with those compatible careers.

Lesson Activities (6)

Activity Title:

Through Values Unfoldment

Procedures:

1. Given a list of values, students will:
   a. select those which they think are important.
   b. list additional values.
   c. rank three which are most important to them.
   d. in values whip, share these values with class.

2. Each student will:
   a. explain reasons for choices (optional).
   b. define the word "values."

3. Given situation that house was on fire and student could salvage only three treasured possessions, she or he is to write a poem describing the three possessions and her/his emotional attachment to them.

4. After poem has been written to student's satisfaction, he/she will share it with the class.

5. Students will read and discuss Robert Frost's poem "Working On The Mill" to see Frost's disenchantment with his career choice.

6. Given a list of professions and their descriptions, students will identify those careers which are most compatible to their values.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Collect value sheet to see if task has been completed.	Procedures #1 and #2 - One class period of 54 minutes.	1. Paper, pencils 2. Copies of Frost poem	Duplicate list of professions and their descriptions.
2. Collect poems and determine if criteria has been met (see #3 activities).	Procedures #3, #4, #5, #6 One class period each of 54 minutes.	3. Copies of "values" sheet 4. Copies of career list	
3. Grade quiz on Frost's poem.	Total time: Five class periods of 54 minutes each.		
4. Read student evaluation of written unit.			
		Resources (10)	
		Text: Poems For Pleasure, Ward, Herman, ed.; pub., Hill and Wang, 1963. Values Clarification: A Handbook of Practical Strategies For Teachers and Students, by Simon, Sidney, Howe, Leland; Hart Pub. Co., 1972, New York, N.Y.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Kathy Timoszyk Subject Speech 10 Grades 10

Career Development Component Self Awareness and Assessment Dates of Development 12/13/77

Lesson Objective (1)

To teach problem solving as a group skill.

Original Lesson Student Outcomes (2)

1. Students will be able to solve problems identified by students using problem solving model.

Career Development Subgoal (3)

1.2
For the individual to recognize similarities and differences between his or her interests and values and those of others.

Performance Indicator(s)Objective(s)(4)

1.2 (I)
For the individual to describe (three) factors that may affect the values a person holds.

Career Development Student Outcomes(5)

1. Each student will be able to identify how his/her background accounts for his/her preferred solution.

Lesson Activities (6)

Activity Title:

Problem Solving Process, "The Reflective Thinking Method"

Procedures:

1. Teacher will explain problem solving process. (see attached)
2. Mock problem will be worked through in role playing situation (teacher as chairperson).
3. Students will identify and list class problems that need solutions. (Good students do this especially well.).
4. Put students in groups according to teacher discretion. (Groups of 5 students works well.).
5. Solve problem of choice (from list above).
6. Present solutions to class.
7. The class will discuss the factors which may affect the values a person holds (list on board; i.e., parents, schooling, etc.).
8. Teacher will then explain how values in turn affect life decisions.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
The student will be able to explain the problem solving process and describe in a paragraph why he/she chose one solution over the others listed.	Total time: 4 class periods of 54 minutes a) 1½ class periods to explain problem solving and mock example b) 2 class periods to discuss in groups and present solutions c) 1 class period to discuss factors of values	1. Transparencies of problem solving 2. Overhead projector and screen	1. Make or locate transparencies of problem solving 2. Arrange for overhead projector

Resources (10)
Depends on nature of problems to be solved. Could have guest speakers. Arrange ahead of time. (administration, students, leaders, parents)

PROBLEM SOLVING

"The Reflective Thinking Method"

I. Define and discuss the problem.

  A. Define the exact problem that you want to solve.

  B. Consider important history of the problem.

  C. Define and describe the effects of the problem.

    1. Describe observed effects, those which you have actually seen.

    2. Describe effects that you have uncovered from your research on the problem.

II. What are the causes of the problem?

  A. Try to uncover the reason or reasons that the problem exists.

  B. Causes may be many and difficult to distinguish, but attempt to discover them.

III. In view of the causes, what are possible solutions?

  A. You should identify all possible solutions.

  B. All solutions that you identify should solve the problem.

  C. Your solutions should be realistic.

IV. Evaluate possible solutions and accept the best one.

  A. Think through each of the possible solutions in terms of which one will best solve the problem.

  B. Some solutions will solve the problem but will bring new problems. Be aware of this when you evaluate the possible solutions.

V. Devise a plan of action for implementing the best solution. (Now that you have a solution to the problem, what would you do or how would you go about setting up the conditions in order to make your solution work?)

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name George Croll Subject Speech Grades 10

Career Development Component Career Awareness and Exploration Dates of Development 7/15/78

Lesson Objective (1)

To provide students with "group process" skills.

Original Lesson Student Outcomes (2)

Students will be able to:

1. define the term "buzz group."
2. describe how a buzz group works.

Career Development Subgoal (3)

6.1 For the individual to understand the relationship between an occupational role, its setting, and life style.

Performance Indicator(s)Objective(s)(4)

6.1 (J) For the individual to identify (four) ways an occupation might affect a person's life style.

Career Development Student Outcomes(5)

Students will be able to identify and compare the life styles of selected occupations.

Lesson Activities (6)

Activity Title:

The "Buzz Group" Process

Procedures:

1. Teacher will explain the "buzz group" process.
2. Teacher will describe how buzz groups help large groups solve problems.
3. Buzz Group problem solving:
   a. Teacher will divide the class into groups of from 6 to 8 students each.
   b. A recorder will be selected for each group by the students.
   c. Teacher will instruct students to select an occupation and to identify at least four ways this occupation might affect a person's life style.
   d. Student will define and solve the problem.
4. After group process, each group recorder will report his or her group results.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate: 1. informal observation of buzz groups in action. 2. written list from recorder of each group describing the ways the occupation it selected might affect a person's life style.	Total time: One class period of 54 minutes.	-	-
		Resources (10)	
		A speech textbook that describes various types of group discussions, including buzz groups.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Kathy Timoszyk Subject Speech Grades 10

Career Development Component Career Awareness and Exploration Dates of Development 1/10/78

Lesson Objective (1)

To teach students how to give an informative speech using visual aids.

Original Lesson Student Outcomes (2)

Each student will be able to properly deliver a 3 - 5 minute informative speech using visual aids.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations (e.g., major duties, entry requirements, working conditions, job market, etc.)

Performance Indicator(s)Objective(s)(4)

Given an occupation the individual is interested in, he or she will identify (1) necessary education or training, (2) personal requirements, (3) salary, (4) setting for the career, (5) benefits, (6) related jobs, (7) requirements, (8) licensing or certification necessary.

Career Development Student Outcomes (5)

Each student will be able to identify occupational information about a career he/she is interested in.

Lesson Activities (6)

Activity Title:

Informative Speech with Visual Aids

Procedures:

1. Teacher will assign a 3 - 5 minute speech on a chosen career as determined by a career interest inventory previously taken.
2. Good visual aids will be explained and illustrated by teacher.
3. Teacher will explain and demonstrate the use off effective attention getting devices.
4. Teacher will explain and demonstrate the use of note cards in an extemporaneous speech.
5. Librarian will demonstrate the use of occupational information that is found in the Career Information Center.
6. Students will research information in the Career Information Center and through personal interviews arranged by students obtain information about a chosen career, including:
    a. Necessary education or training
    b. Personal requirements
    c. Salary or wages
    d. Setting
    e. Benefits
    f. Related jobs
    g. Requirements
    h. Licensing or certification necessary
7. Students will give speeches.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will subjectively evaluate each student's delivery of a 3 - 5 minute informative speech with visual aids on a chosen career. Teacher will base evaluation on: 1. Time used 2. Applied speech techniques (visual aids, note cards, attention getting devices) 3. Did student answer all questions regarding occupation as listed in #4.	Introduce assignment and discuss visual aids - Two class periods of 54 minutes each. Research in Career Information Center — Three class periods of 54 minutes each. Discuss good speech techniques — One class period of 54 minutes each. Delivery of speeches - Six class periods of 54 minutes each. Total time: Twelve class periods of 54 minutes each.	Visual aids (good and bad to explain use of good visual aids)	Teacher must arrange for library research time. Teacher must arrange for library resource person to come to class.
		Resources (10)	
		Career Information Center materials: 1. Microfiche viewer 2. Career files 3. Encyclopedia of Careers 4. Occupational Outlook Handbook 5. etc. Library person to explain career sources available and how to use them.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Kathy Timoszyk Subject Speech Grades 10

Career Development Component Career Awareness and Exploration Dates of Development 1/10/78

Lesson Objective (1)

To teach interviewing techniques.

Original Lesson Student Outcomes (2)

The student will be able to:

1. arrange for an interview.
2. prepare for an interview.
3. record information at an interview.
4. get a "personal" look at a chosen career and report the experience back to class.

Career Development Subgoal (3)

6.1 For the individual to understand the relationship between an occupational role, its setting, and life style.

Performance Indicator(s)Objective(s)(4)

6.1 (J) For the individual to identify (four) ways an occupation might affect a person's life style.

6.1 (L) For the individual to identify (three) aspects of his or her life that are important and which he or she would like to maintain in a work setting.

Career Development Student Outcomes (5)

The student will be able to:

1. identify four ways an occupation might influence a person's life style.
2. identify aspects of his/her life style that he/she wants to maintain.
3. compare and contrast his/her present life style with that which he has investigated and decide which aspects suit him/her.

Lesson Activities (6)

Activity Title:

Interviewing Techniques

Procedures:

1. Teacher will assign each student to arrange for and execute an interview with a person who is performing a career of individual's choice.
2. Students will be instructed on using resources (i.e., Community Resource Guide, Yellow Pages, college guides) to find persons to interview.
3. Mock telephone calls will be used to practice procedure for setting up an interview.
4. Persons in various professions will be brought into class to be interviewed about their career.
5. Person skilled in interviewing will explain process and techniques used in executing an interview.
6. Role-playing - students will interview each other (learn how to ask questions and listen).
7. Class discussion of "life styles". (What is meant by the term and how jobs affect life style).
8. Students will complete interview with given person out in world of work (on own).
9. Class will discuss after each interview with outside source how this job has affected the person's life style (leisure time, mobility, friends, travel, attitude).

Evaluation (7)

Each student will turn in a sheet which explains who, when, where his/her interview took place.

He/she will also evaluate the interview for:

- a. preparedness on his/her part.
- b. dress of interviewer.
- c. timeliness of interviewer.
- d. rapport in interview.
- e. interviewee's desire or ability to give information.

The student will (in writing) compare the life style of the person he/she interviewed with the aspects of his/her present life style. He will come to a conclusion on how and if the occupation supports the life style that he enjoys.

Time Estimate (8)

Total time:
Six class periods of 54 minutes each.

Orientation, use of resources, mock phone calls -
Two 54-minute class periods.

Interview, outside source people -
Two 54-minute class periods.

Interviewing process & class participation -
One 54-minute class period.

Class discussion of interviews -
One 54-minute class period.

Supplies/Equipment (9)

Resources (10)

1. Tel-Trainer (Bell System)
2. People to be interviewed (school staff member, parents, etc.)
3. Community Resources Guide
4. Yellow Pages
5. College Handbook (informational listing of colleges and their programs)

Pre-Planning Tasks (11)

Arrange for persons from community to come into class.

(parents of students are a good source)

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name George Croll
Subject Speech
Grades 10
Career Development Component Career Awareness and Exploration
Dates of Development 1/18/78

Lesson Objective (1)

To teach group "consensus techniques" in both small and large groups.

Original Lesson Student Outcomes (2)

Students will be able to:

1. participate in a group discussion.
2. define the ways to reach group consensus.
3. describe the "fishbowl" technique for large group decision making.

Career Development Subgoal (3)

6.5 For the individual to identify the factors that affect job success, advancement, and mobility.

Performance Indicator(s)/Objective(s) (4)

6.5 (O) For the individual to list the advantages of being prepared for a variety of jobs.

Career Development Student Outcomes (5)

Students will be able to list at least five reasons why it is important to be prepared for a variety of jobs.

Lesson Activities (6)

Activity Title:

Reaching "Group Consensus"

Procedures:

1. Teacher will review lesson on basic group discussion techniques as basis for understanding "group consensus techniques."
2. Teacher will explain to the class the process of reaching "group consensus" through lecture and teacher-prepared ditto.
3. To teach small group consensus techniques, the class will be divided into groups of 5-8 students. Each student will be asked to:
   a. list advantages of being prepared for a variety of jobs.
   b. decide which are the five most important on their lists.
4. To teach large group consensus techniques:
   a. Each small group will select a representative for the large group.
   b. The group representatives will form a circle in the middle of the room--the "fishbowl"--and try to reach a consensus. Other students gather around the fishbowl.
   c. Place two extra chairs in the fishbowl to be used as "hot seats." These seats are open to anyone in the class who feels his representative is not presenting his views. Sixty seconds is the maximum time in the hot seat.
5. Using the small group lists, ask the class to reach group consensus via the fishbowl on the five most important advantages of being prepared for a variety of jobs.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate: 1. students' participation in the group process. 2. written test of the ways to reach group consensus and the advantages of using the fishbowl method for large group decision making. 3. students' list of reasons for being prepared for a variety of jobs.	Total time: Two class periods of 54 minutes each.	Group consensus dittoes. **Resources (10)** Speech textbook on "Group Discussion"that contains a section on "Group Consensus Techniques."	1. Prepare review of basic group discussion techniques. 2. Prepare ditto on group consensus. 3. Prepare written test.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dolores Mehringer Subject Food and Entertainment Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development December 6, 1977

Lesson Objective (1)

To develop entertaining skills in a large group situation.

Original Lesson Student Outcomes (2)

Students will be able to:

1. greet guests in a friendly manner.
2. introduce guests to teacher and other class members.
3. carry on a conversation with guests and see guests are entertained.
4. prepare refreshments for Open House.

Career Development Subgoal (3)

4.3 For the individual to demonstrate the ability to initiate and maintain interpersonal relationships.

Performance Indicator(s) Objective(s) (4)

4.3 (G) For the individual to identify (one) interpersonal relationship he or she would like to develop, and describe the steps necessary to implement a plan to develop this relationship.

Career Development Student Outcomes (5)

The student will be able to identify one interpersonal relationship he or she would like to develop and describe the steps necessary to implement a plan to develop this relationship.

Lesson Activities (6)

Activity Title:

Holiday Open House

Procedures:

1. Assign Entertainment section in Guide to Modern Meals, Chapter 12.
2. Class discussion of assignment.
3. Role playing by students of proper introduction etiquette.
4. Brainstorming of ideas for social icebreaking techniques.
5. Role playing by students of conversation one might have with a guest.
6. List methods a host or hostess can use to make guests feel welcome and enjoy their visit.
7. Discuss planning the menu, table setting.
8. Assign different groups to prepare food and centerpieces.
9. Prepare work assignment sheet for day of Holiday Open House.
10. Practice social icebreaking techniques on guests during Open House.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Subjective teacher assessment of students' performance at Open House.	1. One 50-minute period for text assignment and discussion (in class).	1. Text *Guide to Modern Meals*, pub. McGraw Hill Book Co.	1. Group shopping.
2. Teacher check of students' list of social icebreaking techniques. (All students must complete).	2. One 50-minute period for brainstorming and role playing of (a) Introduction (b) Conversation	2. Necessary food.	2. Make up assignment sheet.
3. Teacher evaluation of student participation during class discussion.	3. 15-minute discussion of table setting and menu planning.	3. Supplies for centerpieces and table settings.	3. Make up supplemental sheet on social icebreaking techniques.
4. Guest evaluation of Open House.	4. One week of food preparation.	4. Work assignment sheet for the day of the Open House.	4. Obtain Christmas records.
	5. Two days for centerpieces and room decorations.	5. Supplemental sheet on social icebreaking techniques.	5. Obtain record player.
	6. One day setting up tables.	6. Guest evaluation form.	6. Print invitations.
	Total time: two weeks, and one day.	7. Name tags.	7. Obtain name tags.
		8. Invitations.	8. Print guest evaluation forms

Resources (10)
1. Guests at Open House (a) Parents (b) Teachers
2. Christmas records.
3. Record Player.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dolores Mehringer Subject Foods Grades 11 - 12

Career Development Component Career Awareness and Exploration Dates of Development 12/13/77

Lesson Objective (1)

To familiarize students with career opportunities in food preparation and management.

Original Lesson Student Outcomes (2)

Students will be able to recognize the variety of types and sources of education and training in food preparation and management careers.

Career Development Subgoal (3)

5.2 For the individual to recognize the variety of types and sources of education and training.

Performance Indicator(s)Objective(s)(4)

5.2 (I) For the individual to compare and contrast community colleges and four-year colleges and universities as to the types of programs offered.

Career Development Student Outcomes (5)

Students will be able to compare and contrast community college, vocational school, four-year college and university programs in food preparation and food management.

Lesson Activities (6)

Activity Title:

Food Preparation and Management Career Assembly

Procedures:

I. Class orientation to Assembly by teacher.

II. Students write questions they would like speakers to answer regarding practical work experience and educational background.

III. Assembly (2 class periods).
  A. Teacher introduces speakers
  B. Background presentation by each speaker
    1. Restaurant manager
    2. Chef
  C. Introduction of meal
    1. Menu planning considering type of occasion
    2. How meal is brought together
  D. Salad preparation
  E. Main entre preparation
  F. Break
    1. Tasting and sampling of salad
    2. Cooking of main entre.
  G. Recap of previous hour for new students
    1. Re-introduce speakers
    2. Speakers recap meal and salad
  H. Career opportunities in food preparation and management
  I. Dessert
  J. Questions and answers, and food sampling

IV. Research assignment: List the programs available in the state at community colleges, vocational schools, four-year colleges and universities in food preparation and food management.

V. Class discussion of:
  A. Assembly information
  B. Research information

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Resources (10)	Pre-Planning Tasks (11)
1. Teacher will evaluate students' participation in class discussion of Assembly information and research information. 2. Teacher will evaluate each student's written report.	Explain purpose of Assembly, give background information on speakers, and write out questions for speakers - 30 minutes in class Food Preparation and Management Assembly - Two class periods of 54 minutes each Research in Career Information Center - One class period of 54 minutes Class discussion to evaluate and find out student response to Assembly and information presented - 24 minutes in class Total time: Four class periods of 54 minutes each.	1. Food ingredients for Assembly 2. Microphone 3. Tables (3 at 8' each) 4. Cooking utensils 5. Paper plates and napkins for tasting	1. Speakers a. Chef b. Manager of restaurant 2. Library and Career Information Center 3. Auditorium 4. Written material passed out by speakers, acquired from university, explaining educational programs offered.	1. Telephone speakers to make arrangements for Assembly and set date. 2. Group meeting with speakers to discuss details and time schedules of Assembly. 3. Make arrangement for use of auditorium. 4. Send out announcement of Assembly to all students interested in Food Preparation and Management career. 5. Make posters to advertise Assembly. 6. Post assembly in teachers' daily announcements. 7. Have Assembly passes printed up. 8. Grocery shopping.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dolores Mehringer
Subject Foods
Grades 10 - 12
Career Development Component Career Awareness and Exploration
Dates of Development 2/23/78

Lesson Objective (1)

To acquaint students with the field of culinary arts.

Original Lesson Student Outcomes (2)

Students will be able to:

1. describe the culinary arts field.
2. describe the training program at an area school.
3. list job opportunities available to graduates at the completion of their training.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, job market, etc.).

Performance Indicator(s)Objective(s)(4)

6.3 (Y) (Q) (BB) Given an occupation, the individual will list (three) ways or places to obtain skills required in that occupation, will list(three) advantages and disadvantages of that occupation, and will compare and contrast(three) different work settings for that occupation.

Career Development Student Outcomes (5)

Students will be able to:

1. list three area schools that can train you in culinary arts or food preparation.
2. describe the advantages and disadvantages of food preparation careers.
3. list at least three different work settings.

Lesson Activities (6)

Activity Title:

Culinary Arts Presentation

Procedures:

1. Show film "Is A Career In Food Preparation For You?"
2. Class discussion of film and career opportunities.
3. Invite speaker from local junior college to class to discuss their culinary arts program. Have the speaker direct the presentation to the following:
    a. What positions do their programs train one for?
    b. Entrance requirements to junior college and waiting list for program.
    c. Employment outlook for graduates.
    d. Internship and co-op programs for senior students in program.
    e. Course work descriptions and amount of time spent in lecture vs. practical experience.
    f. Compare culinary arts program with hotel/motel management and restaurant management programs.
    g. Discuss four-year college degree programs, especially Cornell's and Michigan State's programs, and compare these to junior college associate degree program.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
The student will identify the nature of the culinary arts program and be able to identify what careers this training prepares one for, the skills require, the advantages and disadvantages of the careers, training locations, work settings, and employment outlook.	Film and discussion: One class period of 54 minutes Presentation from outside speaker: One class period of 54 minutes Total time: Two class periods of 54 minutes each.	1. Projector 2. Screen **Resources (10)** 1. Culinary arts program descriptions from neighboring schools. 2. College catalogs of schools with programs related to culinary arts. 3. Film - "Is a Career in Food Preparation For You?" Counselor Films (15 minutes, color. Describes the broad range of industries and occupations which serves one of the basic human needs)	1. Order film. 2. Arrange for speaker. Meet speaker prior to presentation to: a. review procedure. b. outline information to present to class. 3. Arrange for projector and screen.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dolores Mehringer Subject Foods Grades 10 - 12

Career Development Component Career Decision Making Dates of Development 1/15/78

Lesson Objective (1)

To teach students how to select nutritious food from various food sources.

Original Lesson Student Outcomes (2)

Students will be able to:

1. describe the importance of protecting food nutrients in processing food.
2. recognize that selecting nutritious food is an individual's responsibility.

Career Development Subgoal (3)

10.2 For the individual to identify factors that influence decision making.

Performance Indicator(s)Objective(s)(4)

10.2 (B) Given a decision the individual has made, he or she will list the factors that influenced that decision.

Career Development Student Outcomes (5)

Students will be able to identify the factors that influenced their decisions of proper family diet planning.

Lesson Activities (6)

Activity Title:

Proper Diet Planning

Procedures:

1. Students will read from text and discuss information regarding sources of food they eat and how each source can affect the nutritional quality of food grown, manufactured, prepared or served (50 minutes).
2. Students will use a check list to identify the source of the food they eat (30 minutes).
3. Students will select from their most used sources the foods which supply them with a balanced diet (20 minutes).
4. Students will discuss how they feel they will use their knowledge of the nutritional value of foods and food processing to better plan a family diet (20 minutes).
5. The decision making process the class was involved in will be reviewed and discussed relative to any decisions they make in the future (20 minutes).
6. Each student will prepare a three-day diet and list the factors that influenced their decision regarding the diet chosen (30 minutes class time; finish as homework).

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate the class discussion of the text reading, students check-list of food sources, class discussion of decision making and each student's 3-day diet to see that they understand how to select nutritious foods for their daily diets.	Total time - 3½ class periods of 54 minutes each.	Text: Exploring Careers in Hospitality and Food Service, McKnight-McKnight Publishing Co., Bloomington, Illinois 61701	Develop student check-list of food sources students eat.
		Resources (10)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name W. Filas Subject Automotive Grades 11-12

Career Development Component Self Awareness and Assessment Dates of Development 11/23/77

Lesson Objective (1)

To teach the fundamentals and operation of automotive batteries. Also, to show the student how to test batteries with a hydrometer and a battery-starter tester

Original Lesson Student Outcomes (2)

1. The student will be able to explain how a battery functions.
2. The student will be able to explain problems associated with batteries and also how to maintain a battery.
3. The student will be able to test a battery's state of charge with a hydrometer.
4. The student will be able to perform a battery capacity test and determine if a battery is fit for service in an automobile.

Career Development Subgoal (3)

4.3

For the individual to demonstrate the ability to initiate and maintain interpersonal relationships.

Performance Indicator(s)/Objective(s) (4)

4.3(F)

Given a specific interpersonal situation, the individual can compare and contrast the ways different students perceive the situation.

Career Development Student Outcomes (5)

1. Student should thoroughly understand his field of interest in order to communicate effectively with a customer.

Lesson Activities (6)

Activity Title:

Battery Operation and Testing

Procedures:

1. Students will view movie, "Storage Batteries and Their Operation." (20 minutes)
2. Students will view transparencies (teacher-made) dealing with battery construction and operation and take notes. (30 minutes)
3. Construction of battery will be further explained using cutaway of battery. (15 minutes)
4. Teacher will demonstrate how to test batteries using a hydrometer. (15 minutes)
5. Teacher will demonstrate how to test a battery with a battery-starter tester (battery capacity test). (20 minutes)
6. Students will go into the shop area and test batteries as per handout sheet. (30 minutes)
7. Question and answer period (10 minutes)
8. Students will break into groups of two's. One student will role play the customer and one will play the service manager in order to demonstrate the need for technical competency when dealing with customers, in order to explain to them the need for replacement of parts. (Customer will question the need for replacement, and service manager will explain the need for replacement) (15 minutes)
9. Role play discussion (15 minutes)
10. 20-question test (20 minutes)

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. 20-question test on battery construction, operation and testing. 2. Post role play discussion and evaluation	Total time: Two class periods of 108 minutes each.	1. Cutaway battery 2. Hydrometer 3. Battery-starter tester **Resources (10)** 1. Film, "Storage Batteries," (General Motors Corp.) 2. Teacher made transparencies 3. Text, Automotive Mechanics, by Crouse, 6th edition, McGraw Hill Publishers, New York, Y.Y.	1. Order movie 2. Arrange for projector and screen. 3. Locate: a. Transparencies of battery construction and operation. b. Hydrometer c. Battery starter tester. d. cutaway battery

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Walter Filas **Subject** Automotive **Grades** 11 - 12

Career Development Component Career Awareness and Exploration **Dates of Development** 12/14/77

Lesson Objective (1)

To familiarize students with the many vocational, technical and apprenticeship programs in the post high school Auto Mechanics area.

Original Lesson Student Outcomes (2)

Same as Career Development Student Outcome

Career Development Subgoal (3)

5.2 For the individual to recognize the variety of types and sources of education and training.

Performance Indicator(s)Objective(s)(4)

5.2 (L) For the individual to list the vocational, technical, and apprentice programs available in his or her community and tell where they are located.

Career Development Student Outcomes (5)

Students will be able to identify at least five different vocational, technical or apprenticeship schools, their location and program, that they could attend for post high school training.

Lesson Activities (6)

Activity Title:

Post High School Automotive Training

Procedures:

1. Teacher will explain the importance of knowing what schools are available for further training in auto mechanics after high school graduation. (20 minutes)

2. Teacher will give students the following homework assignment: (20 minutes for explanation)
   - a. Student will list five different voc-tech schools in the Metro-Detroit area that he could attend.
   - b. Student will visit one of the above facilities to observe the facility. discuss program, and obtain catalog. of school offerings.
   - c. Student will have ten school days to complete assignment and bring findings to class.
   - d. Selected students will be asked to present their findings in class orally.

3. Class will go to the school's Career Information Center to develop a list of schools.

4. Student reporting and discussion.(54 minutes)

5. Teacher led class discussion of other schools or programs not covered. (54 minutes)

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will check student's name and location of five different voc-tech schools in the Metro-Detroit area available for auto mechanics post high school education.	Total time: Two class periods of 108 minutes each.		1. Schedule use of school's Career Information Center. 2. Obtain catalogs and program descriptions of all automotive programs for state.
		Resources (10)	
		1. Career Information Center 2. College catalogs and program descriptions	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Walter Filas Subject Automotive Grades 11 - 12

Career Development Component Career Decision Making Dates of Development 1/17/78

Lesson Objective (1)

To prepare students to ask "necessary" questions during a job interview.

Original Lesson Student Outcomes (2)

1. Students will develop an interview question list.
2. Students will demonstrate an ability to ask questions in a role playing situation.

Career Development Subgoal (3)

10.2 For the individual to identify factors that influence decision making.

Performance Indicator(s)Objective(s)(4)

10.2 (F) Given a decision a person has made regarding career options to pursue, the individual will identify the factors upon which that decision was based.

Career Development Student Outcomes (5)

Based on questions and answers given, the student will report his decision as to accepting or rejecting the job offer to the class and give his/her reasons for the decision.

Lesson Activities (6)

Activity Title:

Job Interview - Questions To Ask During The Interview

Procedures:

1. Teacher led dicsussion regarding the need to ask questions during an interview.
2. Teacher will provide list of four (4) "automotive jobs" that students will interview for (e.g., porter, parts man, tune-up and electrical mechanic, service write-up man).
3. Teacher will break class into four (4) groups. Students will select "job" from list and develop a list of interview questions.
4. Teacher or students will choose an applicant and interviewer from each group to role play the interview with an emphasis on questioning technique.
5. Students will role play the interview. (Interviewer will respond to applicant with information supplied by teacher.)
6. Applicant will make his or her decision to accept or reject the job and give his or her rationale for the decision to the class.
7. Follow-up discussion by teacher.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will informally determine if the students are prepared to ask necessary questions during an automotive job interview, based on their participation in the role playing process and follow-up discussion.	Total time: One class period of 108 minutes.	**Resources (10)** "Making The Most of Your Job Interview," pamphlet from New York Life INsurance Co., 51 Madison Avenue, New York, N.Y. 10010	Teacher obtain information pertaining to the four "chosen" jobs.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Walter Filas
Subject Automotive
Grades 11 - 12
Career Development Component Career Planning and Placement
Dates of Development 2/8/78

Lesson Objective (1)

To make students more aware of automotive worker requirements.

Original Lesson Student Outcomes (2)

Students will be able to describe the worker requirements needed for certain automotive jobs.

Career Development Subgoal (3)

13.3 For the individual to assess the probability of attaining goals.

Performance Indicator(s)Objective(s)(4)

13.3 (F) Given a specific occupational, educational, or leisure goal, the individual can identify personal attributes that would be needed to attain that goal.

Career Development Student Outcomes (5)

Students will be able to relate their attributes to a specific job in the automotive field.

Lesson Activities (6)

Activity Title:

Realistic Goal Setting

Procedures:

1. Teacher will provide list of automotive occupations (e.g., parts man, write-up man, supervisor, mechanic).
2. Students are divided into groups of four (4):
   a. Each group will select a special automotive occupation.
   b. Each group will discuss and list personal attributes necessary to their chosen occupation.
   c. Each group will select a spokesman who will report to the class the results of their discussion.
3. Teacher will show class M.O.I.S. information (microfiche projected onto a screen) on each automotive occupation, emphasizing the worker requirements.
4. Class discussion of group findings and M.O.I.S. information.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will determine student's awareness of automotive worker requirements based on the student's participation in the group and class discussions.	Total time: One class period of 108 minutes	**Resources (10)** 1. Microfiche viewer/projector. 2. M.O.I.S. (Michigan Occupational Information System) microfiche on automotive occupations.	1. Reserve microfiche viewer-projector. 2. Obtain M.O.I.S. microfiche.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name: Paul Locher
Subject: Drafting I
Grades: 11 - 12

Career Development Component: Career Awareness
Dates of Development: 2/13/78

Lesson Objective (1)

To provide students an opportunity to develop skills in drawing detail drawings in relationship to the assembly drawing.

Original Lesson Student Outcomes (2)

1. Students will know how to organize and draw a detail drawing.
2. Students will be able to demonstrate a knowledge of the relationship between the detail and assembly drawings.
3. Students will be able to further develop their drawing skills.

Career Development Subgoal (3)

6.5 For the individual to identify the factors that affect job success, advancement, and mobility.

Performance Indicator(s)Objective(s)(4)

6.5 (Q) For the individual to identify two ways a job may change and what a worker would have to do to meet the new demands (e.g., continuing education).

Career Development Student Outcomes (5)

1. Students will become aware of the need of gaining a good "basic" drafting background while in high school.
2. Students will be able to discuss changes that are taking place in industry which will necessitate constant upgrading of skills.

Lesson Activities (6)

Activity Title:

Detail and Assembly Drawings

Procedures:

1. Handout assembly drawing (blueprint)
2. Discuss and show typical detail drawing, with use of overhead and handouts.
3. Discuss and show organization of detail drawing.
4. Teacher will relate high school drawing course to drafting in industry and lead a discussion on:
   a. new and advanced techniques.
   b. the need to update methods and skills.
   c. job progression (detailer, checker, junior designer)
5. Students will:
   a. draw detail drawing.
   b. draw assembly drawing from part and bill of material.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will evaluate each student's completed drawings. 2. Teacher will evaluate each student's participation in and knowledge of job progression in drafting and the need to upgrade skills. (Evaluation through class discussion)	Draw - Six class periods Discussion - One class period Total time: Seven class periods of 54 minutes each.	1. Drafting paper 2. Drafting "tools"	1. Prepare assembly drawing. 2. Research current trends in drafting industry.
		Resources (10)	
		Local architectural and drafting "shops"	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Locher
Subject Drafting I
Grades 11 - 12
Career Development Component Career Decision Making
Dates of Development 3/16/78

Lesson Objective (1)

To introduce students to the drafting profession.

Original Lesson Student Outcomes (2)

Students will be able to:

1. list the different job classifications in drafting.
2. identify drafting job opportunities in the Metropolitan Detroit Area.

Career Development Subgoal (3)

10.2 For the individual to identify factors that influence decision making.

Performance Indicator(s)/Objective(s) (4)

10.2 (F) Given a decision a person has made regarding career options to pursue, the individual will identify the factors upon which that decision was based.

Career Development Student Outcomes (5)

Students will be able to describe the factors they considered to make a decision on a drafting career.

Lesson Activities (6)

Activity Title:

Is Drafting For Me?

Procedures:

1. Teacher will use career resource material (MOIS, or other) to describe drafting job classifications.
2. Guest speaker will discuss.
    a. Personality traits of typical draftsmen.
    b. Educational requirements of drafting profession.
    c. Wages and working conditions.
    d. Current availability of drafting jobs.
    e. Locations of drafting jobs and how the location would influence a person's life style.
3. Students will develop a list of the drafting job classifications.
4. Students will list the factors that they would consider in deciding to accept or not accept a hypothetical job in drafting.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will identify drafting job classifications and drafting job opportunities in the Detroit area and employ the decision making process.	One class period for presentation. Homework assignment for writing paper. 1/2 class period to discuss papers as a group. Total time: 1-1/2 class periods of 54 minutes each.	None	Arrange for guest speaker.
		Resources (10)	
		1. MOIS (Mich. Occ. Information Systems) or other material for describing drafting job classifications. 2. Guest speaker.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Art Anderson Subject Drafting II Grades 11 - 12

Career Development Component Career Decision Making Dates of Development 4/21/78

Lesson Objective (1)

To provide students with an understanding of how and when to apply sectioning techniques.

Original Lesson Student Outcomes (2)

Students will be able to draw an identified part according to acceptable industrial standards, using the proper symbols and techniques.

Career Development Subgoal (3)

11.3 For the individual to gain decision making experience by making systematic decisions.

Performance Indicator(s) Objective(s) (4)

11.3 (I) Given a situation where the individual must make a decision, he or she can list alternatives, weigh the alternatives as to highest priority and make a systematic decision based on identified information.

Career Development Student Outcomes (5)

Students will be able to decide, by examining the alternatives, the most appropriate method and technique for the current drawing assignment.

Lesson Activities (6)

Activity Title:

Sectioning Techniques

Procedures:

1. Teacher will review sectioning standards with students.
2. Students will review the sectioning symbols used in drafting:
   a. Cutting plane line.
   b. Cross hatching symbols (copper, brass, steel, etc.).
   c. Appropriate graphics lettering.
3. Teacher will make a presentation describing sectioning techniques (using transparencies and handout).
4. Teacher will present the part to be drawn to the class for discussion of sectioning:
   a. Should part be sectioned? (Students discuss and list alternatives.)
   b. How should part (if it should) be sectioned? (Students list alternatives and discuss each one.)
5. Each student selects the technique and method that he or she feels to be the most appropriate and then develops his or her section drawing.
6. Teacher and students will evaluate drawings as to the most acceptable sectioning technique and method.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will critique drawings for acceptable sectioning techniques used and quality of drawing.	Total time: Five class periods of 54 minutes each.	1. Overhead transparencies of examples of sectioning techniques. 2. Teacher-made handouts of sectioning techniques. 3. Simulated part to be drawn. 4. Overhead projector.	1. Arrange for filmstrip, filmstrip projector and overhead projector. 2. Run off teacher-made handouts. 3. Display industrial drawings. 4. Locate simulated part to be drawn.

Resources (10)
1. Industrial drawings as examples of sectioning. 2. "General Motors Standards," (standard reference guide for drafting); published by General Motors Corp. 3. S.A.E. (Society of Automotive Engineers) booklet of drafting standards. 4. Text Drafting Technology and Practice by William P. Spence; Charles A. Bennett Co., Inc., Peoria, Ill., 61614 5. Filmstrip "Sectioning, Part I", McGraw-Hill, publisher.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Emil Nelson Subject General Materials Grades 10

Career Development Component Self Awareness and Assessment Dates of Development November, 1977

Lesson Objective (1)

To have students form and pour a section of concrete sidewalk.

To compare the use of ready-mixed and unmixed materials in relation to their cost, ease of use, and strength.

Original Lesson Student Outcomes (2)

Students will:

1. be able to list the materials and procedures necessary to pour a concrete sidewalk.
2. be able to pour a section of concrete sidewalk.
3. know basic safety precautions included in concrete forming.

Career Development Subgoal (3)

1.1 For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

Performance Indicator(s)Objective(s)(4)

1.1 (M) For the individual to explain how physical handicaps can affect an individual's development of physical skills.

Career Development Student Outcomes (5)

Students will recognize physical traits and skills necessary to work with concrete.

Lesson Activities (6)

Activity Title:

Forming and Pouring Concrete

Procedures:

1. Demonstration and discussion of:
    a. tools.
    b. how to assemble the form.
    c. how to mix concrete with the cement mixer.
    d. how to mix readymix concrete in wheelbarrow.
    e. how to pour, float and trowel.
    f. safety precautions used on the job.
2. Discuss relative cost, ease of use and strength of Portland Cement and sand to that of ready-mix cement.
3. Students will build forms, mix and pour an 18" square of concrete.
4. Discuss physical skills and traits necessary to work with concrete.
5. Students will research, compare and contrast the cost of pouring a section of driveway:
    a. doing the work themselves.
    b. contracting the work out.

Evaluation (7)

1. Student quiz: List the steps needed to make a section of a driveway.
2. Compare the finished product of each student to a section of sidewalk in the school area.
3. Have student find out how much money he/she would save by repairing his/her own sidewalk.

Time Estimate (8)

Presentation using concrete mixer
25 minutes

Demonstration of table saw and wood used to prepare form -
25 minutes

Students will build form -
40 minutes

Students will mix, pour and trowel concrete -
50 minutes

Remove form and evaluate concrete section -
10 minutes

Total time:
3 class periods of 54 minutes each.

Supplies/Equipment (9)

1. Portland cement
2. Sand
3. Small & large aggregate
4. Ready mix
5. Wheelbarrow
6. Cement Mixer
7. 1" x 3" x 2' pine boards
8. Trowels
9. Used oil

Resources (10)

1. Text: Concrete Form Construction, Delmar Pub., Albany, New York
2. "Concrete Technology," instructor's guide, Portland Cement Association, 33 West Circle, Chicago, Illinois 60610.

Pre-Planning Tasks (11)

1. Accumulate supplies.
2. Set up mixer and concrete.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Emil Nelson Subject General Materials Grades 10

Career Development Component Self Awareness Dates of Development December, 1977

Lesson Objective (1)

To teach students how to design and draw plans for their class project.

Original Lesson Student Outcomes (2)

Each student will be able to:

1. make a three-view drawing of an object he/she is given.
2. make a three-view drawing of a sanding block.
3. make a sanding block using his/her drawing.

Career Development Subgoal (3)

1.2 For the individual to recognize similarities and differences between his or her interests and abilities and those of others.

Performance Indicator(s) Objective(s) (4)

Given a list of various related occupations, the individual will compare and contrast personally identified skills and abilities with those required in these occupations.

Career Development Student Outcomes (5)

Each student will be able to list five personal traits that would make him/her suitable to become a draftsman, and five personal traits that would make him/her unsuited to become a draftsman.

Lesson Activities (6)

Activity Title:

Project Planning

Procedures:

Teacher will:

1. explain the importance of a well thought-out plan.
2. demonstrate how to make a three-view drawing.
3. show students a small wooden object of an irregular shape and have them make a three-view drawing of the object.
4. demonstrate how to make a 2.5" x 4.5" sanding block with a 3/4 sq. key way to hold 1/4 of a sheet of sandpaper.
5. have students make a 3-view drawing of the teacher's sanding block.
6. have students use their drawing to make a sanding block.
7. discuss with students the skills required of draftsmen and whether they feel they possess the necessary abilities.
8. have each student list personal traits that would make him/her either suited or unsuited to become a draftsman.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate: each student's drawing of the object. each student's drawing of the sanding block. each student's sanding block. each student's list of traits.	20 minutes--drafting demonstration 20 minutes--student drawing of 2" x 4" block. 40 minutes--draw and make sanding block. 10 minutes--evaluation Total Time: 2 class periods	1. 2" x 4" x 10' (fir) board 2. Band saw 3. Paper and pencils 4. Chalk and chalk board 5. Two 1" x 3" x 10' #2 pine boards 6. Hand tools for student use: 1. backsaw 2. rip saw 3. crosscut saw 4. planes 5. chisels 7. Small object of irregular shape.	1. Make irregularly shaped blocks out of a 2"x4" --one for every class member.
		Resources (10)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Emil Nelson Subject General Materials Grades 10

Career Development Component Self Awareness and Assessment Dates of Development December, 1977

Lesson Objective (1)

To demonstrate the proper use of a radial arm saw.

Original Lesson Student Outcomes (2)

Each student will be able to:

1. verbalize all safety procedures before operating a radial arm saw.
2. check the radial arm saw for sharpness and trueness of cut.
3. make crosscutts and ripcuts using the radial arm saw.

Career Development Subgoal (3)

4.1 For the individual to identify experiences which utilize interpersonal skills.

Performance Indicator(s)Objective(s)(4)

For the individual to demonstrate effective verbal and non-verbal communication.

Career Development Student Outcomes (5)

Each student will be able to effectively demonstrate to his or her classmates the set-up, use and safety rules of the radial arm saw.

Lesson Activities (6)

Activity Title:

Using the Radial Arm Saw

Procedures:

1. Students will read the section in their texts that deals with the radial arm saw.
2. Students will listen and watch as the instructor lectures on and demonstrates the use of the radial arm saw.
3. Selected students will then set up the saw and, following all the safety procedures, make a crosscut and ripcut.
4. These selected students will then show other students how to set up the machine for a crosscut and be able to point out at least five safety rules that must be followed.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Ten-question quiz on the use of the radial arm saw and its safety procedures. 2. Each student will demonstrate the proper use of the radial arm saw.	Read text - 25 minutes Teacher demonstration - 29 minutes Student demonstration - 40 minutes Class evaluation - 14 minutes Total time: Two class periods of 54 minutes each.	1. Scrap wood 2. Radial arm saw 3. Safety glasses 4. Saw blades **Resources (10)** Textbook: Modern Wood Working, by W. H. Wagner, The Goodheart-Willcox Co., Inc., South Holland, Illinois, 1967.	1. Prepare machine 2. Acquire wood for demonstrations.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Emil Nelson Subject General Materials Grades 10 - 11

Career Development Component Career Awareness Dates of Development 2/3/78

Lesson Objective (1)

To introduce rough carpentry techniques to general material students

Original Lesson Student Outcomes (2)

1. Student will be able to build an interior wall with an opening for a door.
2. Each student will be able to lay out an interior wall, properly spacing all studs, jacks, cripple and one door header.

Career Development Subgoal (3)

6.2 For the individual to recognize that occupations tend to cluster in several ways.

Performance Indicator(s)Objective(s)(4)

Given an occupation (carpentry), the individual will identify requirements for that occupation.

Career Development Student Outcomes(5)

1. Students will utilize the Career Information Center resources to determine a list of occupational requirements for rough carpenter job classification.

Lesson Activities (6)

Activity Title:

Introduction to Rough Carpentry

Procedures:

1. Teacher will demonstrate wall building techniques with full scale demonstration model.
2. Class will be divided into groups with each group constructing a half size wall section.
3. Groups will go to Career Information Center and investigate rough carpentry job requirements.
4. Groups will report their findings to class in a discussion setting. (Journeyman carpenter will act as moderator.)

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will evaluate workmanship and accuracy of wall sections 2. Teacher will informally evaluate individual participation of students in group discussion.	one week (5 class periods)	Lumber Nails Tools	1. Gather up supplies 2. Arrange for Career Information Center time.
		Resources (10)	
		Career Information Center material	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Emil Nelson Subject General Materials Grades 10 - 12

Career Development Component Career Awareness Dates of Development 3/8/78

Lesson Objective (1)

To provide students experience in hanging dry wall

Original Lesson Student Outcomes (2)

1. Students will be able to hand and tape dry wall, making it ready for painting.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, job market, etc.)

Performance Indicator(s)Objective(s)(4)

6.3 (EE) For the individual to list and discuss factors affecting the rate of unemployment.

Career Development Student Outcomes(5)

Each student will be able to list ten factors which lead to periods of unemployment for dry wall workers.

Lesson Activities (6)

Activity Title:

Dry Wall Hanging and Taping

Procedures:

1. Demonstrate on full scale wall how one would hang and tape sheet rock (drywall).
2. Students will hang drywall on student-built half scale wall and tape same.
3. Discuss with students how the auto industry and construction industries are interlocked economically in the Detroit area.
4. Guest speaker on mortgages to discuss the "ups and downs" of the construction industry:
    a. What determines availability of mortgage money.
    b. How interest rates affect housing starts, which in turn affect the building trades.
5. Students will list five factors which contribute to availability of new home work.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will evaluate: 1. final results of drywall exercise. 2. quality of student prepared lists.	5 class periods-- Total - one week	1. Ample sheets of drywall 2. Tape and paste 3. Trowels and putty knives 4. Scissors 5. Squares and tape measures 6. Drywall adhesive and nails	1. Construct full size and half size wall sections for dry walling.
		Resources (10)	
		1. Person from building trades or bank to talk on factors relating to new home construction.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Emil Nelson Subject General Materials Grades 10

Career Development Component Career Decision Making Dates of Development January, 1978

Lesson Objective (1)

To inform students of the variety of fasteners used to join wood.

Original Lesson Student Outcomes (2)

Students will:

1. Identify 15 different types of fasteners and describe their uses.
2. Students will be aware that there are several ways to fasten two boards other than nails.

Career Development Subgoal (3)

11.3 For the individual to gain decision-making experience by making systematic decisions.

Performance Indicator(s)Objective(s)(4)

11.3 (I) Given a situation where the individual must make a decision, he or she can list alternatives, weigh the alternatives as to highest priority, and make a systematic decision based on identified information.

Career Development Student Outcomes (5)

Given a fastening problem, students will be able to choose the best type of fasteners, basing their decisions on researched information.

Lesson Activities (6)

Activity Title:

Fasteners

Procedures:

1. Teacher will:
    a. project three overhead transparencies illustrating different types of fasteners.
    b. discuss the advantages and disadvantages of each type of fastener.
    c. show class 15 different fasteners and demonstrate their uses.
2. Using the information provided, each student will decide on the most appropriate fastener to use in joining two pieces of wood.
3. Students will join two pieces of wood and explain why a certain fastener was used.

Evaluation (7)

1. Teacher will evaluate students' understanding of the variety and use of fasteners.
2. Teacher will evaluate each student's decision-making process and fastening technique.

Time Estimate (8)

Total time:
Two class periods of 54 minutes each.

Supplies/Equipment (9)

1. 20 nuts and bolts of different sizes:

a. Stove	f. Self locking
b. Machine	g. Safety
c. Molley	h. Toggle
d. Set screw	i. Metric
e. Carriage	

2. Nails:

a. Common	d. Sheet metal
b. Box	e. Duplex-head
c. Casing	f. Dowel

3. Screws of different sizes and shapes:

a. Round	d. Sheet metal
b. Oval	e. Lag
c. Flat	f. Dowel

4. Staples
5. Steel splines and corrugated fasteners

Resources (10)

Modern Woodworking, by W. H. Warner, The Goodheart-Willcox Co., Inc., South Holland, Illinois, 1967.

Auto Mechanics, by Martin W. Stochel, The Goodheart-Willcox Co., Inc., South Holland, Illinois, 1969

Pre-Planning Tasks (11)

1. Make overhead transparency showing different types of fasteners.
2. Gather fasteners.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Earl Robison Subject Metals Grades 11 - 12

Career Development Component Self Awareness and Assessment Dates of Development 11/12/77

Lesson Objective (1)

To familiarize students with general metal shop safety facts.

Original Lesson Student Outcomes (2)

Students will be able to:

1. discuss importance of observing proper safety precautions.
2. list currently accepted safety practices.
3. answer questions regarding O.S.H.A., its function and powers.
4. begin to use good safety practices.

Career Development Subgoal (3)

3.1 For the individual to understand the difference between individual and group roles.

Performance Indicator(s)Objective(s)(4)

3.1 (K) For the individual to explain why a "double standard" is an infringement of an individual's or group's rights.

Career Development Student Outcomes (5)

1. Students will be able to communicate need for consistant adherence to established safety policies during class discussion.
2. Students will be able to describe how one person who practices unsafe working habits infringes on the safety of the whole class.

Lesson Activities (6)

Activity Title:

Metal Shop Safety Practices

Procedures:

1. Students will read Chapter 2 in Modern Metalworking text. (McKnight & McKnight)
2. Teacher will show filmstrip Safety In The Shop. (Jam Handy)
3. Class will discuss text material and filmstrip and relate same to industry. Focus on need for all personnel to comply with safety rules as an individual's action usually will affect others as well as himself.
4. Teacher will pass out Shop Safety Rules sheet. (teacher made) Discuss. Students sign sheet indicating their understanding and willingness to comply.
5. Teacher will invite in O.S.H.A. representative to describe O.S.H.A. functions and to support need for safety awareness and adherence.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Ten-question quiz at the end of Chapter 2 in *Modern Metalworking* text. 2. Teacher will informally evaluate individual participation in class discussions. 3. Students will develop an understanding of and willingness to comply to safety practices in the metal shop.	Total time: Three class periods of 54 minutes each.	1. Filmstrip projector 2. Screen	1. Locate filmstrips. 2. Invite O.S.H.A. representative.
		Resources (10)	
		1. O.S.H.A. representative. 2. Filmstrip *Safety in the Shop*, (Jam Handy)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Earl Robison Subject Metals Grades 11 - 12

Career Development Component Self Awareness and Assessment Dates of Development 1/18/78

Lesson Objective (1)

To explore relationship between working and learning in the school shop versus working and learning in industry.

Original Lesson Student Outcomes (2)

1. To promote an attitude on the part of students which will make the transition between school and work easier.
2. To provide students with an awareness that as they "grow" their attitudes toward their work and learning are going to change, and to explore those factors which contribute to these attitudinal changes.

Career Development Subgoal (3)

2.3 For the individual to recognize that change in self concept can be the result of learning, physical growth, and/or maturation.

Performance Indicator(s)Objective(s)(4)

2.3 (K) For the individual to assess the relative influence of growth, experience, and conscious action on the development of a specific ability.

Career Development Student Outcomes(5)

1. To demonstrate to students some of the different attitudes and motivations workers in industry have and compare them with high school student attitudes and motivations (focusing on job competency).

Lesson Activities (6)

Activity Title:

Exploring Attitudes We Have Toward School & Work

Procedures:

1. Teacher will introduce topic of performance of students in the school shop:
   - (a) Explore reasons students enroll in course.
   - (b) Discuss satisfactions received from doing "good work."
   - (c) Discuss impact grades have on students' performance.
   - (d) Discuss need for high quality work in school shop.
2. Have former student, now working in industry, come in and:
   - (a) talk about his reasons for going to work in a machine shop.
   - (b) describe those things that give him job satisfaction.
   - (c) explain need for accuracy in machining in industry.
   - (d) compare his high school attitude with his present attitude toward metalworking.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Student will demonstrate an awareness of the need to learn and work to develop skills and attitudes while still in high school to make the transition from school to work easier.	One class period.	none	1. Invite graduate student to come back and relate experiences in metal shop.
		Resources (10)	
		1. Former student	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Locher Subject Introduction to Metals Grades 10

Career Development Component Self Awareness and Assessment Dates of Development 2/4/78

Lesson Objective (1)

To impress upon students the need to develop good work habits in the school shop for future work success.

Original Lesson Student Outcomes (2)

Students will be able to explain:

1. work habit "carryover" from school shop to work (vocation).
2. "carryover" from school shop to home shop (avŏcation).

Career Development Subgoal (3)

2.1 For the individual to recognize that self development is the result of interaction between personal characteristics (e.g., interests and values) and his or her environment.

Performance Indicator(s)Objective(s)(4)

2.1 (F) For the individual to describe how practice influences the development of skills or interests and give examples.

Career Development Student Outcomes(5)

Students will be able to discuss through examples the influence that practice has on the development of metalworking skills.

Lesson Activities (6)

Activity Title:

"Does Practice Make Perfect?"

Procedures:

1. Teacher will lead class discussion touching on the following points:
   - a. Need to practice material conservation. (Large volume work in industry demands little waste.)
   - b. Need to practice time conservation. (Industry demands constant use of work time.)
   - c. Need to practice care of tools.
   - d. Need to practice accuracy in work. (If the workpiece doesn't conform to blueprint specifications it can't be sold.)
   - e. Need to practice developing good rapport with fellow workers and supervisors.
   - f. Need to develop a good attendance pattern.
   - g. description of "carryover" in work habits:
     - (1) from the school metalshop to work.
     - (2) from school metalshop to the home shop.
2. Students will describe through examples the influence practice has on the development of their metalworking skills and work habits.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will describe how work habits and skills, which are developed through practice, will "carry over" to the home shop and/or work setting.	Total time: One class period of 54 minutes each.	None	None
		Rescurces (10)	
		None	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Locher Subject Metals Grades 10 and 11

Career Development Component Self Awareness and Assessment Dates of Development 12/7/77

Lesson Objective (1)

To teach fundamentals of machine shop measurement, using a micrometer.

Original Lesson Student Outcomes (2)

Students will be able to:

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1. demonstrate a knowledge of and ability to use the decimal equivalent chart.
2. "read" a micrometer accurately.
3. list the various types of micrometers.

Career Development Subgoal (3)

2.3 For the individual to recognize that change in self concept can be the result of learning, physical growth, and/or maturation.

Performance Indicator(s)Objective(s)(4)

2.3 (K) For the individual to assess the relative influences of growth, experience and conscious action on the development of a specific ability.

Career Development Student Outcomes(5)

Students will be able to:

1. report on their observations (field trip to machine shop) of the adult experienced machinists' attitude toward and ability to precisely measure.
2. compare this to their own measurement experiences in the school shop.

Lesson Activities (6)

Activity Title:

Measuring with the Micrometer

Procedures:

1. Teacher will show "Measurement" filmstrip #2, Jam Handy Co. & discuss with students.
2. Students and teacher will review Chapter 5 in Modern Metalworking text on Measurement.
3. Teacher will introduce and explain the decimal conversion chart.
4. Teacher will show various types of micrometers and explain their uses.
5. Teacher will demonstrate "reading" the micrometer, using micrometer model.
6. Students will practice micrometer measuring, using teacher prepared practice pieces.
7. Students will visit machine shop to view, first hand, accuratly machined work pieces, and to talk to machinists about the need for precision in industry.
8. Students will participate in class discussion, describing their field trip experience.

Evaluation (7)

Given a sheet depicting ten micrometer readings, students will correctly read at least eight.

Students will convert ten fractions to decimals, using the decimal conversion chart.

Students will list five different types of micrometers and indicate when and where they are used.

Teacher will evaluate individual students' contribution to class discussion regarding their field trip experience.

Time Estimate (8)

1. Filmstrip (15 minutes)
2. Text review (20 minutes)
3. Micrometer demonstration (15 minutes)
4. Conversion chart demonstration and exercises (15 minutes)
5. Micrometer reading exercises (35 minutes)
6. Field trip (minimum of two hours)

Supplies/Equipment (9)

1. Various micrometers for showing.
2. Adequate 1" micrometers for practice
3. Sample test pieces
4. Conversion chart
5. Paper and pencils
6. Test sheets
7. Filmstrip projector

Resources (10)

1. Filmstrip "Measurement," Jam Handy Co.
2. Textbook: Modern Metalworking, McKnight and McKnight
3. Machine shop for field trip.

Pre-Planning Tasks (11)

1. Contact shop for field trip.
2. Prepare test pieces
3. Run off test sheets
4. Reserve projector
5. Gather up micrometers

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Locher Subject Metals Grades 10 - 11

Career Development Component Self Awareness and Assessment Dates of Development 12/7/77

Lesson Objective (1)

To teach fundamentals of machine shop measurement, using a micrometer.

Original Lesson Student Outcomes (2)

Students will be able to:

1. demonstrate a knowledge of and ability to use the decimal equivalent chart.
2. "read" a micrometer accurately.
3. list the various types of micrometers.

Career Development Subgoal (3)

2.3 For the individual to recognize that change in self concept can be the result of learning, physical growth, and/or maturation.

Performance Indicator(s) Objective(s) (4)

2.3 (K) For the individual to assess the relative influences of growth, experience and conscious action on the development of a specific ability.

Career Development Student Outcomes (5)

Students will be able to:

1. report on their observations (field trip to machine shop) of the experienced adult machinists' attitute toward and ability to precisely measure.
2. compare this to their own measurement experiences in the school shop.

Lesson Activities (6)

Activity Title:

Measuring with the Micrometer

Procedures:

1. Teacher will show measurement filmstrip #2, "Measurement," Jam Handy Co., and discuss it with students.
2. Students and teacher will review Chapter 5 in Modern Metalworking text (Measurement).
3. Teacher will introduce and explain the decimal conversion chart.
4. Teacher will show various types of micrometers and explain their uses.
5. Teacher will demonstrate "reading" the micrometer, using micrometer model.
6. Students will practice micrometer measuring, using teacher prepared practice pieces.
7. Students will visit machine shop to view, first hand, accurately machined work pieces, and to talk to machinists about the need for precision in industry.
8. Students will participate in class discussion regarding their field trip experience..

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Given a sheet depicting 10 micrometer readings, students will correctly read at least 8. Students will convert 10 fractions to decimals, using the decimal conversion chart. Students will list 5 different types of micrometers and indicate when and where they are used. Teacher will evaluate individual students' contribution to class discussion regarding their field trip experience.	Total time: Four class periods. 1. Filmstrip (25 minutes) 2. Text review (20 minutes) 3. Micrometer demonstration (15 minutes) 4. Conversion chart demonstration and exercises (15 minutes) 5. Micrometer reading exercises (30 minutes) 6. Field trip (minimum of two hours)	1. Various micrometers for showing. 2. Adequate 1" micrometers for practice. 3. Sample test pieces. 4. Conversion chart 5. Paper and pencils 6. Test sheets 7. Filmstrip projector	1. Contact shop for field trip. 2. Prepare test pieces. 3. Run off test sheets. 4. Reserve projector 5. Gather up micrometers

Resources (10)
1. Filmstrip "Measurement," Jam Handy Co., Detroit, Mich. 2. Textbook: Modern Metalworking, McKnight & McKnight, Bloomington, Ill. 3. Machine shop for field trip.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Earl Robison Subject Metals Grades 11 - 12

Career Development Component Career Awareness and Exploration Dates of Development 2/14/78

Lesson Objective (1)

To familiarize students with metalworking apprenticeships.

Original Lesson Student Outcomes (2)

Students will be able to:

1. locate information regarding metalworking apprenticeships.
2. list metalworking apprenticeships and describe requirements for same.

Career Development Subgoal (3)

5.2 For the individual to recognize the variety of types and sources of education and training.

Performance Indicator(s)Objective(s)(4)

5.2 (M) For the individual to describe what is involved in a trade-union apprenticeship program.

Career Development Student Outcomes(5)

Same as "Original Lesson Student Outcomes."

Lesson Activities (6)

Activity Title:

Metalworking Apprenticeship Opportunities

Procedures:

1. Teacher will introduce topic of apprenticeships (background information regarding program from library references).
2. Students will go to Career Information Center and obtain apprenticeship information from M.O.I.S. microfiche.
3. Class discussion on findings from Career Information Center. (Students turn in "requirement" lists)
4. Resource person from industry to talk on availability of apprenticeships.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher evaluation of apprenticeship requirement lists. 2. Students will locate information regarding metalworking apprenticeships, list the apprenticeships, and describe the requirements of each.	Total time: 2½ class periods of 54 minutes each.		1. Arrange for resource person. 2. Arrange for Career Information Center time.

Resources (10)

1. Apprenticeship resource speaker:
    - (a) Community college representative.
    - (b) Representative of Federal Apprenticeship Board.
    - (c) Local Apprenticeship Committee Member.
    - (d) Local apprenticeship sponsor (employer).
2. Career Information Center.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Earl Robison Subject Metals Grades 11 - 12

Career Development Component Career Awareness and Exploration Dates of Development 12/11/77

Lesson Objective (1)

To familiarize students with jobs locally available in the metalworking industry.

Original Lesson Student Outcomes (2)

Students will be able to:

1. list metalworking jobs in the Metropolitan Area.
2. use available resources to locate local manpower needs in the Metropolitan Area.
3. describe the educational requirements of the different metalworking occupations found in the Metropolitan Area.

Career Development Subgoal (3)

5.2 For the individual to recognize the variety of types and sources of education and training.

Performance Indicator(s)Objective(s)(4)

5.2 (L) For the individual to list the vocational, technical, and apprentice programs available in his or her community and tell where they are located.

Career Development Student Outcomes(5)

1. Students will be able to list institutions in the Metropolitan Area that provide post high school training in metalworking.

Lesson Activities (6)

Activity Title:

Exploration of Local Metalworking Occupations

Procedures:

1. Speaker from M.E.S.C. will inform students of metals jobs in Metropolitan Detroit Area and introduce them to M.E.S.C. resources for "job hunting."
2. Teacher will reinforce information regarding career opportunities in metalworking and will also discuss educational requirements for those careers, including apprenticeship training material, with class.
3. Students will go to school Career Information Center to research and list those institutions providing post high school training in metalworking.
4. Follow-up discussion of unit.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will evaluate lists prepared by students to determine if they have listed post high school institutions providing metalworking training. 2. Students will list ten metalworking jobs available, that week, in the Metropolitan Area along with educational requirements.	1. M.E.S.C. speaker -- one class hour 2. Teacher-led discussion-- one class hour 3. Students to Career Information Center to research using microfiche reader and other resources -- two class hours 4. Class review of unit-- one class hour Total: five class hours	1. Microfiche Reader for speaker. 2. Paper and pencils **Resources (10)** 1. M.O.I.S. and M.E.S.C. Microfiche. 2. Want ad section of newspaper. 3. Speaker from M.E.S.C. 4. Local organizations for pamphlets.	1. Invite speaker from M.E.S.C. 2. Prepare students for visit to Career Information Center re: a. conduct b. expectations 3. Have students (and teacher) bring in copies of recent want-ads. 4. Contact metals organizations for descriptive material.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Earl Robison Subject Metals Grade 11 - 12

Career Development Component Career Awareness and Exploration Dates of Development 1/3/78

Lesson Objective (1)

To familiarize students with metal layout techniques.

Original Lesson Student Outcomes (2)

Students will be able to:

1. list and identify the instruments used in metal layout.
2. demonstrate correct layout techniques on teacher designated practice pieces.
3. enumerate metalworking occupations that require "layout" experience.

Career Development Subgoal (3)

5.1 For the individual to understand individual differences in education and training needs.

Performance Indicator(s)Objective(s)(4)

5.1 (F) For the individual to give three reasons why a person might want to pursue additional education or training after completing high school.

Career Development Student Outcomes (5)

Students will be able to verbalize job progression in metalworking and the impact education and training will have on that progression.

Lesson Activities (6)

Activity Title:

Metalworking Layout Work

Procedures:

1. Students will read Chart 6 in Modern Metalworking and answer questions found on Pages 6-10.
2. Class will discuss material in Chapter 6 and correct their own quiz sheets.
3. Teacher will present layout instruments and demonstrate their correct use.
4. Students will, on own time, research metalworking occupations that have a requirement for experience in layout techniques. Sources:
    a. Other chapters in text
    b. Career Information Center
5. Class discussion and evaluation of research findings.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will objectively check students' responses to questions at the end of chapter 6. 2. Teacher subjective evaluation of research reports and students' input into class discussion.	Introduction and class discussion - Two class periods of 54 minutes each. Research will be done outside of class time.	1. Samples of layout tools 2. Bluing 3. Sheet metal for layout demonstration	1. Gather layout tools 2. Arrange for students to use Career Information Center.
		Resources (10)	
		1. Text: Modern Metalworking pub. McKnight & McKnight, Bloomington, ILL. 2. Career Information Center.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Locher Subject Metals I Grades 11 - 12

Career Development Component Career Awareness and Exploration Dates of Development 11/21/77

Lesson Objective (1)

To explore metalworking occupations and the salaries currently being paid.

Original Lesson Student Outcomes (2)

Students will be able to:

1. list several local metalworking occupations.
2. recognize and be able to describe salary ranges for unskilled, semi-skilled, skilled and supervisory personnel in metalworking.

Career Development Subgoal (3)

6.4 For the individual to understand the relationship between and within the occupational world and the economic system.

Performance Indicator(s) Objective(s) (4)

6.4 (BB) For the individual to select (three) occupations and evaluate how well the monetary benefits associated with each occupation would meet the financial needs of a given worker.

Career Development Student Outcomes (5)

Students will be able to evaluate the effect pay ranges for three metals occupations would have on their projected life styles.

Lesson Activities (6)

Activity Title:

Metalworking Occupations

Procedures:

1. Class discussion of the terms "unskilled," "semi-skilled," "skilled" and "supervisory."
2. Teacher or resource person will introduce subject of salary ranges in metals occupations (using M.O.I.S. material projected on screen), and recent want ads.
3. Class discussion on wages in metalworking, focusing on entry wage levels as compared to future anticipated wages for the different job classifications.
4. Students will list as many components of their present life style as possible.
5. Students will list as many components of their anticipated adult life style as possible.
6. Class discussion of the impact varying metalworker wages would have on the students realizing their "hoped for" life styles.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Students will complete lists of: a. local metalworking occupations. b. components of present life style. c. components of anticipated life style. d. salary ranges for personnel in metalworking occupations. 2. Students will select three metalworking occupations and describe whether or not each would meet their expected life style. 3. Teacher evaluation of lists and class discussion	Total time: Two class periods of 54 minutes each.	M.O.I.S. - Microfiche projector **Resources (10)** 1. M.O.I.S. material. 2. Resource persons (from community or career coordinator from school).	1. Arrange for M.O.I.S. (Michigan Occupational Information System) material. 2. Arrange for resource person, if used, at least one week in advance.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Locher Subject Introduction to Metals Grades 10 - 11

Career Development Component Career Awareness and Exploration Dates of Development 12/13/77

Lesson Objective (1)

To develop fundamental skills on the metal lathe.

Original Lesson Student Outcomes (2)

Students will be able to:

1. identify basic lathe parts.
2. demonstrate basic lathe techniques:
    - a. facing
    - b. straight turning
    - c. shoulder
    - d. knurling
    - e. drilling
3. list or identify basic precautions involved in running a lathe.

Career Development Subgoal (3)

6.5 For the individual to identify the factors that affect job success, advancement, and mobility.

Performance Indicator(s)Objective(s)(4)

6.5 (0) For the individual to list the advantages of being prepared for a variety of jobs.

Career Development Student Outcomes (5)

Students will be able to identify and list reasons why it is better to be prepared and possess a number of skills in metalworking rather than being qualified in one area only.

Lesson Activities (6)

Activity Title:

Introduction to Metal Lathe Skills

Procedures:

1. Students will watch filmstrip "Metal Lathe: Kinds - Parts - Safety."
2. Students will listen and watch as teacher demonstrates basic lathe techniques.
3. Students will set up and practice basic lathe techniques.
4. Students will set up and turn basic lathe project.
5. Students will compare their first practice work with final project.
6. Teacher will discuss with students physical characteristics necessary to be a lathe hand.
7. Students will break into groups to research job opportunities for lathe hands as opposed to all-around machinists. (Teacher will bring into class materials to support or disprove contention that a wide range of skills is desirable; e.g., current M.O.I.S material, Occupational Outlook Handbook, want ads. Classroom speaker could supplement materials.)
8. Class discussion of research.

Evaluation (7)

1. Teacher will evaluate the student's lathe workpiece and his demonstrated knowledge of basic lathe techniques and safety precautions.
2. Teacher will informally evaluate student's knowledge of being multi-skilled in metalworking through class discussion.

Time Estimate (8)

Introduction to lathe -
One class period of 54 minutes.

Project development -
Five class periods of 54 minutes each (depends on the number of students and the number of lathes available).

Research and discussion -
One class period of 54 minutes.

Total time:
Seven class periods of 54 minutes each.

(An additional class period would be necessary if a speaker were used.)

Supplies/Equipment (9)

1. Basic machine tools.
2. Filmstrip projector.

Resources (10)

1. M.O.I.S. (Michigan Occupational Information System) material.
2. Occupational Outlook Handbook
   Superintendent of Documents,
   U. S. Gov't. Printing Office,
   Washington, D. C. 20402
3. Want ads.
4. Filmstrip "Metal Lathe: Kinds - Parts - Safety," Jam Handy Organization, Detroit, Mich.
5. Local machine shop manager as guest speaker.

Pre-Planning Tasks (11)

1. Cut up practice work pieces.
2. Obtain filmstrip.
3. Sign up for projector.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Locher
Subject Metals
Grades 11 - 12
Career Development Component Career Decision Making
Dates of Development 3/4/78

Lesson Objective (1)

To instruct students in the proper method of making casting patterns.

Original Lesson Student Outcomes (2)

Students will be able to:

1. draw a simple split casting pattern showing proper draft angles.
2. construct a simple wooden split pattern.
3. list types of patterns used in modern industry.

Career Development Subgoal (3)

12.1 For the individual to identify and evaluate educational options in terms of self assessment.

Performance Indicator(s) Objective(s) (4)

12.1 (F) For the individual to identify those characteristics about himself or herself which he or she would keep in mind in formulating educational goals.

Career Development Student Outcomes (5)

Students will be able to:

1. identify their personal characteristics and evaluate the compatability of those characteristics with a career in metal casting or pattern making.
2. describe the training required for each occupation.

Lesson Activities (6)

Activity Title:

Pattern Making

Procedures:

1. Students will review unit in Modern Metalworking dealing with the manufacturing of patterns.
2. Teacher will show variety of previously constructed patterns.
3. Students will draw a simple 3-view drawing of a selected pattern.
4. Teams of three students will construct a split wooden pattern suitable for casting.
5. Students will alternate days and go to the Career Information Center to research casting and pattern making occupations.
6. Students will write a brief research paper:
   a. describing their personal traits that would or would not be "appropriate" to a career in pattern making or metal casting.
   b. describing the training required for each career.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Students will be tested on casting material (see unit test in text). 2. Teacher will evaluate: a. each student's split casting pattern drawing. b. each student's research paper. c. each group's wooden split pattern.	Total time: Six class periods of 54 minutes each: One class period for text review and teacher demonstration. Five class periodsfor pattern construction and project research. Homework: write paper.	1. Wood and tools for pattern making. 2. Drafting paper. 3. Pencils	Arrange for students to use Career Information Center.
		Resources (10)	
		1. Text: Modern Metalworking, Publisher, McKnight and McKnight. 2. Career Information Center.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Earl Robison Subject Metals Grades 11 - 12

Career Development Component Career Decision Making Dates of Development 1/24/78

Lesson Objective (1)

To provide students with an opportunity to discuss career goal choices and to start them thinking about career implications on their "total" life style.

Original Lesson Student Outcomes (2)

Students will be able to:

1. develop a list of occupations related to the metals industry and discuss the preparations necessary for those occupations. (education)
2. discuss their feelings as to whether or not they would be happy and successful in a particular metalworking job.
3. develop an understanding of their abilities and characteristics and be able to verbally determine if they are compatible to their career choices.

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Career Development Subgoal (3)

12.2
For the individual to identify and evaluate family, occupational, citizen, and/or leisure options in terms of self assessment.

Performance Indicator(s)Objective(s)(4)

12.2 (D) For the individual to relate his or her personal characteristics to the leisure and family activities he or she enjoys.

12.2 (E) For the individual to recall (two) activities that he or she would prefer not to take part in again and explain why.

12.2 (F) For the individual to describe (two) characteristics that he or she would look for in a job if looking for a job, and identify the values reflected in those objectives (e.g., opportunities to work on one's own - independence; good salary, etc.)

Career Development Student Outcomes (5)

Same as "Original Lesson Student Outcomes"

Lesson Activities (6)

Activity Title:

Class Discussions on Career Options and Personal Characteristics Necessary for These Options

Procedures:

1. Utilizing the Career Information Center, students will compile a list of ten (10) metalworking occupations (at a variety of skill levels), list the preparation required, and "tentatively" choose three (3) as possible career choices.
2. Class discussion regarding above research focusing in on life styles that might be dictated by those occupations.
3. Continued class discussion investigating students' assessment of their own abilities and values and if these abilities and values would be compatible to their "career choices."

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will subjectively evaluate individual student's contribution to the group discussion. 2. Teacher will determine completeness and depth of research assignment. 3. Students will develop a list of metalworking occupations, life styles of the workers in these occupations, and compare and contrast their compatibility to their career choices.	1. Career Information Center Research -- one class period 2. Discussion -- one class period Total: Two hours		1. Arrange for Career Information Center time.
		Resources (10)	
		1. Career Information Center resource material	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Locher

Subject Metals I

Grades 11 and 12

Career Development Component Career Planning and Placement

Dates of Development 2/17/78

Lesson Objective (1)

To provide students with an opportunity to develop skills in metal casting.

Original Lesson Student Outcomes (2)

Students will be able to:

1. demonstrate an ability to "ram up" a mold.
2. list basic casting terms.
3. list parts of molding flask.
4. safely pour molten metal into a prepared mold.
5. "rough" finish a casting.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.2 (J) For the individual to research (two) potential employers for the purpose of identifying job requirements and factors which contribute to gaining employment.

Career Development Student Outcomes (5)

Students will interview two local employers and determine the criteria used by each in hiring new employees.

Lesson Activities (6)

Activity Title:

Metal Casting

Procedures:

1. Teacher will provide patterns to be used by students in practice mold "ramming."
2. Teacher will demonstrate mold ramming techniques after reviewing with class the casting unit in the text, Modern Metalworking
3. In teams of three, students will "ram up" a mold.
4. Students will take a test covering methods, terminology and equipment used in metal casting.

*5. Teams of students will contact local employers and discuss hiring policies.

6. Students will write up findings and turn in to teacher for evaluation.
7. Class discussion of hiring practices.

*Teacher may use Metropolitan Casting Institute as a source for employers in this area.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
The teacher will evaluate each team's mold, each student's knowledge of the casting process, and each team's interview results.	Two class periods for chapter review and demonstration. Six class periods to ram molds (one team per day). One-half day release time to interview employers. Total Time: Eight class periods of 54 minutes each.	1. Complete casting unit 2. Six casting patterns. **Resources (10)** 1. Metropolitan Casting Institute 2. Text, Modern Metalworking, publisher-McKnight & McKnight	1. Obtain patterns 2. Check over casting equipment. 3. Contact casting institute for names of local casting firms.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Locher Subject Metals I Grades 11 and 12

Career Development Component Career Planning and Placement Dates of Development 2/15/78

Lesson Objective (1)

To introduce students to specific steps he or she should take now and in the future to attain a career goal.

Original Lesson Student Outcomes (2)

Students will be able to list the steps that should be taken to reach a metal working career goal.

Career Development Subgoal (3)

13.4 For the individual to plan personal programs to reach identified career goals.

Performance Indicator(s) Objective(s) (4)

13.4 (J) Given a specific educational or occupational goal, the individual can identify the specific steps he or she will have to take now and in the future to attain that goal.

Career Development Student Outcomes (5)

Students will be able to list the steps that should be taken to reach a metal working career goal.

Lesson Activities (6)

Activity Title:

Career Planning Exercise

Procedures:

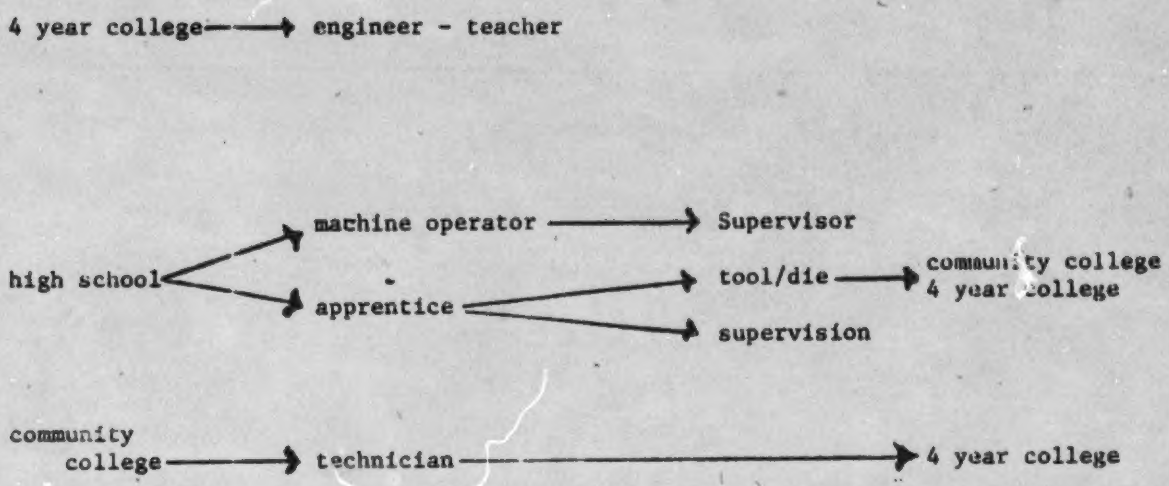
1. Teacher will present (using an overhead projector) a transparency of the metal working occupations list (see attached).
2. Teacher will present a transparency of "Metalworking Opportunities" flow chart (see attached).
3. Students will select one occupation from the occupations list and research the requirements for that occupation in the Career Information Center. (Results of research to be recorded on "Career Planning Outline" sheet attached.)
4. Students will present plans to class for discussion.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (1
1. Teacher evaluation of research project. 2. Teacher's informal evaluation of students' participation in group discussion.	Two class periods for introduction and research. One class period for discussion. Total time: Three class periods of 54 minutes each.	1. Overhead projector. 2. Transparencies of: a. Metalworking Occupations List b. Metalworking Opportunities flow chart	1. Arrange for visit to Career Information Center. 2. Reserve overhead projector. 3. Make up transparencies. 4. Check on availability of career information.
		Resources (10)	

METALWORKING OCCUPATIONS LIST

1. machine operator
2. set up man
3. all-around machinist
4. apprentice
5. die maker
6. shop foreman
7. metals technician
8. metalurgical engineer

METALWORKING OPPORTUNITIES



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CAREER PLANNING OUTLINE

student name ______________________ occupation ______________________

PART I INVESTIGATION

A. Nature of work	
B. Interests and abilities required	
C. Preparation required	
D. Other requirements	
E. Working conditions	
F. Employment Outlook	
G. Salary/benefits	
H. Career Potential 1. Self satisfaction 2. Advancement	

PART II DECISION

Based on the information gathered, would you choose this particular career?

YES ______ NO ______

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Earl Robison

Subject Metals I

Grades 11 - 12

Career Development Component Career Planning and Placement

Dates of Development 2/14/78

Lesson Objective (1)

To provide students with information regarding educational requirements for careers in metal-working.

Original Lesson Student Outcomes (2)

Students will be able to:

1. utilize Career Information Center to research educational requirements of three (3) different metal-working "jobs."
2. develop a chart depicting an anticipated job progression in metalworking--including formal education requirements that would be involved.

Career Development Subgoal (3)

14.1 For the individual to identify and acquire information and skills necessary to gain further education and training related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.1 (M) For the individual to describe the adult education courses available in his or her area and tell where the courses are offered.

Career Development Student Outcomes(5)

1. Students will develop a list of institutions in this area that provide adult education courses dealing with metalworking.

Lesson Activities (6)

Activity Title:

Preparation for a Metalworking Career

Procedures:

1. Students will go to the Career Information Center and research educational requirements for three (3) jobs in metalworking. (Teacher will determine three jobs.)
2. Students will list three (3) institutions in this area that provide post high school training in their chosen metal working occupation.
3. From research material students and teacher will develop a chart, on the board, of "routes" that a person may take to attain a career goal in metalworking.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher evaluation of education institution lists and requirements. 2. Students will use the Career Information Center to research three metal-working jobs , develop a job flow and education requirements chart, and list local adult education training facilities in their chosen field.	Career Information Center research -- Two class periods Discussion -- One class period Total: Three class periods of 54 minutes each		1. Arrange for visit to Career Information Center.
		Resources (10)	
		Career Information Center	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name: Earl Robison
Subject: Metals
Grades: 11 - 12
Career Development Component: Career Planning and Placement
Dates of Development: 2/17/78

Lesson Objective (1)

To provide students with an employer's insights as to personality traits looked for in job applicants.

Original Lesson Student Outcomes (2)

1. Students will be able to list personal traits that employers look for in hiring workers for metal jobs.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s) Objective(s) (4)

14.2 (F) For the individual to identify (three) personal characteristics which would be of value to a potential employer.

Career Development Student Outcomes (5)

1. Each student will be able to identify three personal traits which would be of value to a potential "metal shop" employer.

Lesson Activities (6)

Activity Title:

"Can You Fill This Job?"

Procedures:

1. Teacher will discuss with class the variety of traits or attributes necessary for success in a metal shop environment. (special skill traits, general skills, personality traits, etc.)
2. Resource person (owner of machine shop or personnel director) discuss with class "things" they look for in interviewing applicants for a job.
3. Class discussion regarding importance of knowing one's strong points and weak points and the advisability of developing positive personal traits as much as possible while in high school; e.g., grooming, dependability, self assurance, etc.
4. Each person will complete a personal traits list which would be of value to a metal shop employer and assist the student in projecting his best qualities when seeking a job..

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher's evaluation of completed "traits list." Students will list at least three personal traits employers look for in hiring workers for metal jobs.	One class period of 54 minutes	-	Arrange for resource person.
		Resources (10)	
		1. Owner of machine shop or personnel director.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Earl Robison Subject Welding Grades 11 - 12

Career Development Component Self Awareness and Assessment Dates of Development 11/21/77

Lesson Objective (1)

To familiarize students with basic arc welding practices.

Original Lesson Student Outcomes (2)

Students will be able to:

1. list components of an arc welding system.
2. recognize and be able to identify various types of arc welding rod.
3. "strike an arc" and carry a 4" long bead.
4. list basic safety precautions involved in arc welding.

Career Development Subgoal (3)

1.1 For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

Performance Indicator(s)Objective(s)(4)

1.1 (M) For the individual to explain how physical handicaps can affect an individual's development of physical skills.

1.1 (N) For the individual to explain why one individual who works very hard might achieve academic success similar to that of another individual who does not work as hard.

Career Development Student Outcomes(5)

Students will be able to:

1. recognize and identify physical traits necessary for success as an arc welder.
2. recognize through performance the need for continuous practice to achieve proficiency in arc welding.

Lesson Activities (6)

Activity Title:

Introduction To Arc Welding

Procedures:

1. Students will watch filmstrip "Arc Welding."
2. Students will follow teacher as he goes through the arc welding transparencies (12 transparencies dealing with equipment and procedure - teacher made).
3. Students will listen and watch as teacher demonstrates current arc welding techniques.
4. Students will set up equipment for arc welding (select rod, adjust machines, put on protective clothing and equipment).
5. Students will strike and "carry" ten 4" arc beads.
6. Students will discuss and list physical characteristics necessary to be an arc welder.
7. Students will compare their first beads with their final beads to determine improvement.

Evaluation (7)

1. Teacher evaluation of:
   a. 10-question quiz on arc welding components, rod and safety.
   b. Students' lists of physical characteristics necessary to become a welder.
2. Class evaluation of each other's practice welds.

Time Estimate (8)

1. Filmstrip - 15 minutes
2. Overhead presentation - 30 minutes
3. Demonstration - 15 minutes
4. Practice (3 students per booth)- 40 minutes each
5. Evaluation - 10 minutes

Total time of unit - Four class periods of 54 minutes each (approx.)

Supplies/Equipment (9)

1. Arc welding machines
2. Scrap metal for practice welding (1/4" thick)
3. Arc welding rods 6013, 6011 and 6012
4. Arc welding helmets, gloves, and shop coats
5. Filmstrip projector
6. Overhead projector
7. Screen

Resources (10)

1. Filmstrip "Arc Welding" Jam Handy, Inc.
2. 12 overhead transparencies, "Arc Welding Practices"
3. Textbook: Modern Metalworking, Chapter 17, Publisher, McKnight & McKnight

Pre-Planning Tasks (11)

1. Assemble demonstration equipment (filmstrip projector, overhead projector and arc welders).
2. Set up welding booths for students.
3. Produce or locate transparencies.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Emil Nelson

Subject Woods

Grades 10 - 11

Career Development Component Self Awareness and Assessment

Dates of Development 12/12/78

Lesson Objective (1)

To familiarize students with skills needed to be a successful house painter.

Original Lesson Student Outcomes (2)

Students will be able to:

1. paint a wall using both oil and latex paint.
2. paint a wall using a roller.
3. paint the trim using a brush.
4. clean up after using both oil paint and latex paint.

Career Development Subgoal (3)

1.1 For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

Performance Indicator(s) Objective(s) (4)

For the individual to list his or her physical, intellectual and emotional characteristics that could influence success in his or her chosen career.

Career Development Student Outcomes (5)

Students will be able to explain their conception of their personal characteristics and how those characteristics would or would not be compatible to the occupation of house painter.

Lesson Activities (6)

Activity Title:

House Painting Techniques

Procedures:

1. Teacher or resource person will discuss and demonstrate wall painting and clean up for for both oil and latex paint.
2. Utilizing the half-scale wall sections, previously dry walled, students will paint same and clean equipment after painting is done.
3. Teacher or resource person from community will discuss job conditions related to painters.
4. Students will write up a brief statement as to their "characteristics" and indicate whether or not they feel they would be successful as a house painter.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will paint a wall using a roller and latex paint and its trim using a brush and oil paint, clean up after painting and determine if their characteristics are suited for success as a house painter.	Total time: Three class periods of 54 minutes each.	1. Drywall section 2. Paints: oil and latex 3. Rollers/ brushes 4. Clean-up material	1. Contact resource person. 2. Gather materials
		Resources (10)	
		1. House painter from community.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Emil Nelson Subject Woods I Grades 11 - 12

Career Development Component Career Awareness and Exploration Dates of Development 4/27/78

Lesson Objective (1)

To provide students with instruction and practice in home electrical wiring.

Original Lesson Student Outcomes (2)

Students will be able to:

1. recognize terminology related to home electrical wiring.
2. demonstrate an ability to "run" a simple home wiring loop from a load center.
3. install an outlet switch and light fixture.
4. demonstrate an awareness of electrical safety factors.

Career Development Subgoal (3)

5.2 For the individual to recognize the variety of types and sources of education and training.

Performance Indicator(s)Objective(s)(4)

5.2 (M) For the individual to describe what is involved in a trade-union apprenticeship.

Career Development Student Outcomes(5)

Students will be able to list high school courses which would be related to a career in commercial or residential electricity and describe the apprenticeship training program for the careers.

Lesson Activities (6)

Activity Title:

Home Wiring

Procedures:

1. Instructor will go over electrical safety points.
2. Instructor will diagram electrical input to load distribution center.
3. Instructor will diagram a typical house wiring circuit.
4. Instructor will display and explain use of basic wiring tools, types of wire, switches, junction boxes, etc.
5. With the help of two students, instructor will locate and attach boxes for one outlet, a switch and a light fixture.
6. Student will drill 5/8" holes connecting outlet, switch and light fixture.
7. Students and instructor will run wire and make attachments to outlet, switch and light.
8. Students will attach male plug to end of wire to enable circuit to be energized.
9. Two students will go to Career Information Center and research electrician trade with emphasis on educational requirements. This group will report their findings to the class.
10. Class discussion of student research.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will run a home wire loop from a load center, install an outlet, switch and light fixture, while demonstrating electrical safety procedures and a knowledge of wiring terminology. Students will also list the high school courses beneficial to a person considering a career in residential or commercial electricity and describe the apprenticeship training program for the careers.	Total time: Three class periods of 54 minutes each. (One class period for Items 1 - 6; one class period for Items 7 - 8; 45 minutes for students to research electrical trade information, and 9 minutes for report to class)	1. Mock wall section. 2. Electrical materials: Romex, switch, outlet, light fixture, connectors, boxes, clamps. 3. Tools: Screwdriver, wire snips, knife, needle-nose pliers, drill motor, 5/8" bit, hammer, roofing nails, tin snips.	1. Arrange for students to use Career Information Center. 2. Make up sketch of the circuit you expect to run.

Resources (10)
1. Audel's Do It Yourself Encyclopedia, Vol.1, 4300 W. 62nd St., Indianapolis, Ind., 42206. 2. Home Maintenance by W. Weiss, Chas. Bennett Co.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Emil Nelson Subject Woodworking Grades 10

Career Development Component Career Awareness Dates of Development 12/77

Lesson Objective (1)

To introduce students to Formica application techniques.

Original Lesson Student Outcomes (2)

Students will be able to:

1. demonstrate an ability to make a hollow, 4" square block out of partical board.
2. cover this block on all six sides with Formica.
3. describe the Formica finishing techniques.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, job market, etc.).

Performance Indicator(s)Objective(s)(4)

6.3 (Y) Given an occupation the individual is interested in, he or she will identify (three) different ways to obtain the skills and abilities required in that occupation.

6.3 (BB) Given an occupation, the individual can compare and contract (three) different work settings for that occupation.

Career Development Student Outcomes(5)

Students will be able to list at least three places Formica work is done and where people could obtain further work experience with this material.

Lesson Activities (6)

Activity Title:

Formica Applications

Procedures:

1. Teacher demonstrates making of a 4" x 4" cube out of partical board.
2. Teacher demonstrates how to use contact cement, how to cut Formica, how to glue Formica on a cube, and how to finish the sides.
3. Students make a 4" x 4" cube and cover it with Formica.
4. Class discussion about various places Formica is used (commercial cabinets, home remodeling, etc.)
5. Students look in the phone book to see where Formica can be purchased and where one could have a cabinet top built. Students list ten Formica distributors.
6. Using the MOIS (Michigan Occupational Information System) make students aware of cabinet making apprenticeships; where located, requirements, length of time, advancement, etc.

Evaluation (7)

Teacher evaluation of:

1. students' work on 4" x 4" block.
2. students' lists of ten Formica distributors.
3. students' lists of three ways he could get further training in Formica work and where this training could be accomplished.

Time Estimate (8)

Total time: 4 class periods of 54 minutes each:

1. Teacher demonstrations--1/2 class period.
2. Students work on 4" x 4" Formica cube--2 class periods
3. Class discussion--1/2 class period
4. MOIS information--1/2 class period
5. Evaluation--1/2 class period

Supplies/Equipment (9)

1. Table saw - carbide blade
2. Parts and carbide trimmer
3. Contact cement
4. White glue and nails
5. Partical board

Resources (10)

1. Yellow pages
2. MOIS

Pre-Planning Tasks (11)

Gather Formica, glue and partical board

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Richard H. Neal
Subject Marching Band
Grades 10 - 12
Career Development Component Self Awareness and Assessment
Dates of Development 6/22/78

Lesson Objective (1)

To develop leadership in the drum major, assistant drum major and squad leaders of the marching band.

Original Lesson Student Outcomes (2)

Students in marching band leadership positions will be able to demonstrate effective leadership abilities.

Career Development Subgoal (3)

3.1 For the individual to understand the difference between individual and group roles.

Performance Indicator(s)Objective(s) (4)

3.1 (I) For the individual to identify manipulative abilities he or she has in working with others.

Career Development Student Outcomes(5)

Student leaders in the marching band will be able to identify and list leadership techniques in directing the band.

Lesson Activities (6)

Activity Title:

Developing Leadership in the Marching Band

Procedures:

1. Drum major and assistant spend two weeks at a special music camp developing leadership and basic marching skills (see Resources).
2. Teacher (director) works with drum major, assistant drum major and squad leaders about their self concept and how it affects their influence on others. Use role playing to show positive and negative approaches to teaching and directing others.
3. Teacher (director) discusses with drum major, assistant drum major and squad leaders the importance of their knowing what to do and how to explain the various maneuvers.
4. Drum major and assistant drum major work with squad leaders on:
   a. basic marching techniques
   b. how to teach techniques to their squads.
5. Director reviews routine development with drum major and assistant drum major and encourages them to develop their own routine to be used by the band.
6. Director encourages squad leaders to instill pride in their squads by setting up competition between squads; i.e., best marching band, best learned routine, most enthusiastic, etc.)
7. Teacher (director) observes and critiques marching band leaders' ability to communicate and direct marching band throughout the year. Teacher will seminar with leaders as need arises.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
At the conclusion of the marching season, the following peer critiques will be used: 1. The drum major, assistant drum major and squad leaders will write self critiques about their effectiveness as leaders. 2. Marching band members will write critiques about the leadership effectiveness of the drum major, assistant drum major and squad leaders. 3. The teacher (director) will appraise the leadership ability of the drum major, assistant drum major and squad leaders by observing band members responding appropriately to the commands given.	1. Drum major and assistant drum major -- Two weeks training at music leadership camp. 2. Drum major, assistant, and squad leaders -- Five-day attendance at band camp. (This camp follows the leadership camp.) 3. Development of leadership skills will continue throughout the marching band season (3 months).	None Resources (10) 1. Camp for drum major and assistant drum major; Smith-Waldbridge Music Camp, Syracuse, Indiana. 2. Band camp for all marching band personnel (squad leaders especially), Blue Lake Music Camp, Twin Lakes, Michigan 48457.	1. Secure leadership camp reservations for drum major and assistant drum major. (Band Boosters pay for leadership camp.) 2. Secure reservations for band camp. 3. Ditto charts of basi maneuvers to be learned. 4. Secure music to be learned for upcoming season.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Richard H. Neal Subject Varsity Band Grades 10

Career Development Component Self Awareness and Assessment Dates of Development 12/5/77

Lesson Objective (1)

To identify individual areas needing improvement in musical performance.

Original Lesson Student Outcomes (2)

Students will be able to:

1. determine weakness in rhythmic analysis.
2. determine technical ability.
3. determine knowledge of basic music theory (key signature recognition, musical term definition).
4. become aware of total musicianship.

Career Development Subgoal (3)

2.2 For the individual to establish goals to direct self development.

Performance Indicator(s) Objective(s) (4)

For the individual to list personal goals which will result in self development.

Career Development Student Outcomes (5)

The student will be able to develop goals of musical improvement in order to advance to the Concert Band and also have more confidence in personal performance.

Lesson Activities (6)

Activity Title:

Evaluating Self in Relation to Musical Ability

Procedures:

1. Give students requirement for Concert Band.
2. Have students work up a manuscript book with major and minor scales to help in developing technique and recognition of key signature.
3. Give vocabulary list of musical terms (basic terms).
4. Have students analyze rhythm patterns in work book, in music being rehearsed and dittoes of rhythmic patterns.
5. Have students select correct rhythm from board of music played by teacher.
6. Have students write rhythm patterns.
7. Have students list what they feel are their weaknesses in musical performance and what their goals are for improvement.

Evaluation (7)

1. Vocabulary test of musical terms at end of semester.
2. Individual audition before teacher. Student will read rhythm patterns and play a prepared piece.
3. Compare accomplishment with goals set by student (self-evaluation).

Time Estimate (8)

1. Introduction of material (formula for major and minor scales and analysis of rhythmic patterns)-- One class period
2. Each day a new scale and rhythmic pattern will be introduced:
   a. Drill on rhythmic patterns using the scale prepared for that day -- 25 minutes
   b. Discuss musical terms -- 5 minutes per class period
   c. Play selected composition relating to that day's rhythmic pattern -- remaining class time - 24 minutes
3. Practice scales and rhythmic patterns throughout the semester.

Supplies/Equipment (9)

1. Rhythmic pattern study (ditto of rhythmic patterns).
2. Individual manuscript books.
3. Vocabulary list.
4. Individual instruments.
5. Selected compositions (easy to medium).

Resources (10)

Music dictionary

Pre-Planning Tasks (11)

1. Make up rhythmic dittoes.
2. Make vocabulary list.
3. Prepare vocabulary test.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Richard H. Neal Subject Small Ensemble - Music Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 11/17/79

Lesson Objective (1)

To emphasize the importance of each individual's responsibility to a performing group.

Original Lesson Student Outcomes (2)

Student will be able to:

1. set up rehearsal time.
2. select a leader of the group.
3. select compositions to be considered for final selection.

Career Development Subgoal (3)

3.3 For the individual to understand the effect of role expectation on individual behavior.

Performance Indicator(s)Objective(s)(4)

3.3 (F) For the individual to explain how his/her behavior will affect group performance.

Career Development Student Outcomes(5)

The student will be able to determine how his/her attitude or behavior affected the group by the outcome of the group performance.

Lesson Activities (6)

Activity Title:

Small Ensemble Performance

Procedures:

1. Have students select members for ensemble (like-instrument families; e.g., clarinet quartet, flute trio, brass choir, etc.)
2. Have students select a group leader.
3. Have group explore various compositions for ensemble, keeping in mind musical growth, musical challenge, musical appeal to audience.
4. Arrange performance time for pre-festival performance.
5. Performance at district level to be adjudicated by professionals. Have students compare their own evaluation with that of the professionals.
6. Students to evaluate performance the day before festival and directly after performance, before reading adjudicator's comments.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will evaluate group establishment and performances. 2. Students will compare their evaluation of performance, individual and group, to that of adjudicator for similarities and differences.	Allow two regular band rehearsal times per week for ensemble rehearsal. One hour daily at home for individual practice. Assorted rehearsal times (after school or at the home of one of the performers).	1. Individual's instrument. 2. A number of compositions suited for ensemble as to instrumentation and difficulty.	Secure at least three or four compositions suited for this ensemble for selection. Contact qualified people to listen to group. Set up concert or ensemble concert for parents and students.
		Resources (10)	
		1. Use recordings, if available, of compositions to be performed. 2. Ask fellow instrument teachers to listen to group. 3. Private instructor to help individuals. 4. Teacher coaching of group.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Richard H. Neal Subject Varsity Band Grades 10

Career Development Component Career Awareness and Exploration Dates of Development 6/23/78

Lesson Objective (1)

To enable students to learn the history of their instruments and how they are manufactured and marketed today.

Original Lesson Student Outcomes (2)

Student will be able to describe:

1. when his or her instrument was first used.
2. what, if any, developments and alterations have taken place in the instrument construction.
3. how and where the instruments are manufactured today.
4. how the instruments are marketed.

Career Development Subgoal (3)

6.2 For the individual to recognize that occupations tend to cluster in several ways.

Performance Indicator(s)Objective(s)(4)

6.2 (L) Given a list of occupations, the individual can indicate which ones could be associated with a specific industry.

Career Development Student Outcomes (5)

Student will be able to identify the different occupations involved in the manufacturing and distribution of musical instruments.

Lesson Activities (6)

Activity Title:

History and Manufacturing of Musical Instruments

Procedures:

1. Have students research the history of their instruments in the school's library.
2. Have students visit a manufacturer of instruments and/or use a film on manufacturing musical instruments.
3. Have guest speakers in to talk to class on manufacturing and marketing of instruments.
4. Have students make up a notebook divided into parts:
   a. History of instrument
   b. Development of instrument
   c. Today's manufacturing techniques
   d. Marketing techniques
   e. Occupations related to the manufacturing and marketing of the instruments.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher critiques student notebooks.	1. Library research on instrument - 1 or 2 class periods of 54 minutes each. 2. Speakers to cover string instruments, brass, woodwind, percussion instruments. One class period per speaker - 2 to 3 class periods of 54 minutes each. 3. Speaker to cover marketing - 1 class period of 54 minutes. 4. Notebook to be done on student time. Total time: 4 to 6 class periods of 54 minutes each..	None **Resources (10)** 1. Library 2. Instrument manufacturer and/or retail music stores. 3. Film on "Manufacturing of Musical Instruments," Anderson Music Co., (Education Division) 650 North Telegraph, Dearborn, Michigan. Phone (313) 537-1500.	1. Secure speakers. 2. Set up field trip and/or trip to various instrument manufacturers. 3. Order film.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Richard H. Neal Subject Symphonic Band Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development 6/19/78

Lesson Objective (1)

Investigating performing musical careers.

Original Lesson Student Outcomes (2)

Students will be able to describe five musical performing careers by their occupational titles and work description.

Career Development Subgoal (3)

6.1 For the individual to understand the relationship between an occupational role, its setting, and life style.

Performance Indicator(s)Objective(s)(4)

6.1 (H) Given an occupation the individual is interested in, the individual can compare and contrast the life styles of individuals in that occupation.

Career Development Student Outcomes(5)

Students will be able to identify the life styles of the musicians, listing both the positive and negative aspects.

Lesson Activities (6)

Activity Title:

"Should Music Be My Career?"

Procedures:

1. Class discussion on performing musical careers, the work and life styles.
    a. Studio - recording (T.V. & Movies)
    b. Sideman - local
    c. Sideman - road
    d. Concert orchestra
    e. Theater - house orchestra
    f. Rock stars
2. Students will list pros and cons of each career described.
3. Invite one or two speakers in to class who are from various performing music careers to discuss their work and life style.
4. Students will take notes on all speakers, listing advantages and disadvantages of that career.
5. Students will compare both lists and discuss orally (class discussion) the fantasy and reality of each career.

Evaluation (7)

Teacher will collect each student's original lists. Students will write a final report of the duties and life styles of each career.

Time Estimate (8)

Lesson will be conducted over the period of one to two months.

1. Introduction and discussion of performing careers -- One class period
2. Each speaker -- One class period
3. Class discussion of real and fantasy careers -- one-half class period

Supplies/Equipment (9)

Equipment needed would be determined by speakers; e.g., overhead projector, record player, movie projector, etc.

Resources (10)

1. Career Center for written material on musical careers.
2. Speakers who are in the music field or related music fields.
3. Music Educators Journal, "Careers in Music," March, 1977, Volume 63, Number 7, Music Educators National Conference, Reston, Virginia, 22091. Phone (703) 860-4000.

Pre-Planning Tasks (11)

1. Contact and secure time for speakers.
2. Secure reading material on all types of music careers.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Richard H. Neal Subject Band & Orchestra Grades 10 - 12

Career Development Component Career Planning and Placement Dates of Development 6/19/78

Lesson Objective (1)

To research the requirements of various learning institutions for a performance musical career.

Original Lesson Student Outcomes (2)

The student will be able to:

1. list and compare the entrance requirements for admission to three music institutions for the performance music degree.
2. list and compare the graduation requirements at the three institutions for the performance music degree.

Career Development Subgoal (3)

14.1 For the individual to identify and acquire information and skills necessary to gain further education and training related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.1 (P) For the individual to identify and acquire information necessary to gain admittance to an institution of higher learning or further training.

Career Development Student Outcomes(5)

Same as "Original Lesson Student Outcomes."

Lesson Activities (6)

Activity Title:

Performing Musical Careers

Procedures:

1. Provide students with a listing of all educational institutions that have a performance musical program.
2. Discuss with class what they think the requirements would be for admittance to a musical institution, university, college, and/or conservatory.
3. List the students' remarks on the board.
4. Have students draft a sample letter to be used in writing for information they need that is not available in college catalogs or reference books in the school library.
5. Have students break into groups of four or five to research entrance requirements of various institutions (4-5 each group), using college cagaloges and/or college reference books located in the school's library. If information cannot be located, the group will write the institution using the form letter developed.
6. Each group will report back to class their findings.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will compare what they first thought entrance requirements would be to the actual requirement data secured by the various groups.	Discuss list provided, list student responses, and draft form letter: One class period of 54 minutes. Breaking students into groups, assigning institutions to write, and begin research: Two class periods of 54 minutes each. Group reports to class: 1 class period of 54 minutes. Entire lesson will be stretched out over one month period to allow time for mailing and response.	None **Resources (10)** 1. Addresses of various educational institutions. 2. Counselors 3. Career information Center and/or Library: a. college catalogs b. college reference books	Prepare a list of all educational institutions in the United States that have a music performance program.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Richard H. Neal Subject Band - Orchestra Grades 10 - 12

Career Development Component Career Planning and Placement Dates of Development 6/19/78

Lesson Objective (1)

To research and evaluate the opportunities in various music careers and to determine what specific skills are needed.

Original Lesson Student Outcomes (2)

Students will be able to describe the many skills needed in different music or related musical careers, beside the ability to play an instrument.

Career Development Subgoal (3)

13.2 For the individual to identify and investigate prerequisites for reaching goals.

Performance Indicator(s) Objective(s) (4)

13.2 (J) Given certain prerequisites for attaining a goal which the individual would not be able to meet at the present time given present interests, abilities, etc., the individual can describe what steps he or she would take to be able to meet those prerequisites.

Career Development Student Outcomes (5)

The students will be able to list the steps necessary to achieve the additional training needed in order to prepare for their chosen musical careers.

Lesson Activities (6)

Activity Title:

Musical Careers and the Need for Various Skills

Procedures:

1. Discuss with class what skills are needed in the various musical careers (one class period):
   - a. Sales (music store)
   - b. Publishing
   - c. Musical librarian
   - d. Teacher
   - e. Manager of musical group
   - f. Recording technician
   - g. etc.
2. Invite individuals into class who represent the various areas discussed to talk to the class about their background which has prepared them for their careers (see #1).
3. Have students research information regarding prerequisities for the musical career of their choice:
   - a. Career Information Center.
   - b. Library.
   - c. Counselors
   - d. Letters to institutions offering programs in music related careers (colleges, universities, conservatories).
   - e. Interesting people in the field.
4. Students will write up the research, listing:
   - a. The training they presently have.
   - b. The training they need to achieve their musical career goal.
   - c. The steps they will need to take to achieve their goal.
5. Class discussion at the end of the semester on all career areas researched (two class periods).

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will describe the skills needed, the training needed, and steps to be taken to achieve their musical career goals. The teacher will check each student's research paper for completeness.	Lesson will continue throughout the semester. Speakers will be brought in for one class period each, depending on their availability.	None	1. Secure speakers to talk to classes at least one week in advance of their scheduled time to speak. 2. Secure books and pamphlets dealing with music careers.
		Resources (10)	
		1. Resource books or pamphlets on various musical careers. 2. Addresses of universities, colleges and music conservatories offering music related career programs. 3. Individuals whose careers are related to music.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Richard H. Neal Subject Music - Jazz Ensemble Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 12/5/77

Lesson Objective (1)

To instruct students in improvisation so they develop confidence in jazz playing.

Original Lesson Student Outcomes (2)

The student will be able to:

1. develop individual musical skills to upgrade Jazz Ensemble performance.
2. develop abilities in improvisation ("jazz solos" to help develop self-confidence

Career Development Subgoal (3)

2.3 For the individual to recognize that change in self-concept can be the result of learning, physical growth, and/or maturation.

Performance Indicator(s) Objective(s) (4)

2.3 (L) For the individual to predict the effect a particular learning experience will have on his or her self-concept.

Career Development Student Outcomes (5)

The student will be able to determine the effect that practicing improvisation had on his or her jazz playing and self-concept.

Lesson Activities (6)

Activity Title:

Improvisation and Jazz Phrasing

Procedures:

Teacher will:

1. teach chord structure.
2. explain and demonstrate various jazz phrasing and expression markings.
3. have student play simple jazz phrases using blues chord progression (basic for all jazz playing).
4. have individual solo in structured jazz composition. Tape record for individual self-evaluation.
5. Lead class discussion of reaction to student's ability to play initial improvisation and how it should sound after practice.
6. have student practice (at home and in class) basic jazz improvisational material.
7. lead class discussion:
    a. of the effect practicing improvisation had on improvement in jazz playing ability.
    b. of how increased ability improved self-concept.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Students will develop ability in jazz solo improvisation, increase their individual musical skills and determine the effect that practice had on his or her jazz playing ability and self-concept. 2. Peer evaluation of performance. 3. Self evaluation (listening to tape of improvisational solo). 4. Teacher evaluation (comparing early tapes of jazz solos to more recent tapes). Does student stay with the chord structure--maintain rhythmic feeling? Is he imaginative?	Introduction of material--one class period Solos and discussion--two class periods Total time: Lesson would continue throughout the semester.	1. Tape recorder 2. Record player 3. Tape of chord progression to be used along with student soloist. 4. Recording of jazz soloist for comparison. 5. Ditto (teacher-made) of chord progression and structure.	1. Make dittos of chord progression and structure. 2. Secure tape recorder. 3. Secure tape of chord progression to be used along with soloist.
		Resources (10) 1. Local jazz musician for clinic. 2. "Improvisation," by Berkley Press, Berkley, California.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Richard H. Neal **Subject** Jazz Ensemble **Grades** 10 - 12

Career Development Component Career Awareness and Exploration **Dates of Development** 1/6/78

Lesson Objective (1)

To write a complete composition and/or arrangement for the Jazz Ensemble.

Original Lesson Student Outcomes (2)

Students will be able to either:

1. write a complete composition and arrangement for the Jazz Ensemble.
2. arrange a composition that is already written for the Jazz Ensemble.

Career Development Subgoal (3)

6.5 For the individual to identify the factors that affect job success, advancement, and mobility.

Performance Indicator(s)Objective(s)(4)

6.5 (0) For the individual to identify two ways a job may change and what a worker would have to do to meet the new demands (e.g., continuing education).

Career Development Student Outcomes (5)

Students will be made aware of their musical abilities and the need for advance study in order to be more marketable in the field of music.

Lesson Activities (6)

Activity Title:

Arranging And Writing For The Jazz Ensemble

Procedures:

1. Teacher will distribute and review with students scores of music, using many different styles (Swing, Jazz Rock, Satin Jazz, etc.) so students can see how music is put together. (40 minutes)
2. Students will be taught the various transpositions and range of each instrument in the jazz group. (40 minutes)
3. Each student will explain the weaknesses and strengths of their instrument, in order for the others to develop an understanding of how to best use the instruments in the arrangement. (40 minutes)
4. Students will write their compositions and arrangements (outside of class).
5. Students will perform the various arrangements and record the results.
6. Recordings played in class for evaluation. (54 minutes)
7. Teacher led class discussion of the importance of knowing how to write as well as play an instrument to increase employability as a musician. Teacher will give examples of jazz musicians who write as well as play. (30 minutes)

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Peer and self evaluation of the arrangement and composition upon hearing and recording, answering the following questions: 1. Does it fix the style? 2. Are the instruments used to their advantage?	Total time: Undetermined. Process may last one month or longer.	1. Tape recording equipment. 2. Sound reproducing equipment. 3. Scores of various jazz compositions and their recordings. 4. Paper	1. Obtain equipment 2. Locate jazz compositions and recordings.
		Resources (10)	
		1. Local jazz radio station. 2. Local recording studio.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name **Barbara Starkey** Subject **Earth Science** Grades **10**

Career Development Component **Self Awareness** Dates of Development **11/28/77**

Lesson Objective (1)

To familiarize students with environmental protection concerns.

Original Lesson Student Outcomes (2)

Students will be able:

1. to identify and discuss problems associated with envionmental protection.
2. to list solutions and restraints now being proposed.
3. to identify current legislation dealing with the problem.
4. to propose student generated solutions with priority to the individual's role in environmental protection.

Career Development Subgoal (3)

3.1 For the individual to understand the difference between individual and group roles.

Performance Indicator(s)Objective(s)(4)

3.1 (J) For the individual to compare the rights of the individual to the rights of the group.

3.1 (K) For the individual to explain why a "double standard" is an infringement of an individual's or group's rights.

Career Development Student Outcomes(5)

1. Students will be able to cite examples where the rights of individuals and companies infringe on the rights of the general public and of posterity.

Lesson Activities (6)

Activity Title: Current Periodical Report

Procedures:

(1) Assign periodical reports.

(2) Cite examples of the impact of exploitation of one resource on another: atmosphere, lithosphere, hydrosphere.

(3) Brainstorm for topics related to environmental protection.

(4) Recommend use of index or Reader's Guide to find materials in a specific area.

(5) distribute outlines for the written report (see attached).

(6) Discuss possible forms of oral presentation of their findings (posters, slides, etc.)

(7) Students select articles from their areas of interest (wetlands, mineral resources, strip mining, oceanography, coral reef exploration, fishing and offshore mineral rights, etc.) to report on current problems in environmental protection and legislation regarding those problems.

(8) Provide students with periodicals (Time, National Geographic, etc.).

(9) Research analysis (done outside of class time).

(10) Oral presentations in class by students.

(11) Summary discussion - refer to C. D. outcomes.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Student will submit a formal written report to be graded on content. Student will give an oral presentation of the report to be graded on the presentation and visual materials used.	Two weeks total. Work time will be integrated with other lessons, most of work done outside of class. __1st week__ 1. Briefly introduce the topic to the class. 2. Suggest presentations for oral report (slides, poster, opaque projector) (30 min.) 3. As time permits, allow class time for individual use of index, etc. 4. Distribute outlines. Research & use of class materials may be concurrent with other classwork. __2nd week__ Oral presentations at the end of the week. (3 min. each)	Paper, pencils, newspapers, magazines (list) poster board, slide projector. Resources (10) Library: (a) periodicals (b) newspapers (c) Reader's Guide to Periodic Literature (d) National Geographic Index (e) Opaque projector (f) Easel	1. Instruct students in use of library research materials (index, vertical files, etc.) 2. Collect periodicals for class use. 3. Prepare a general outline for the report, to include leading questions and geared to student outcomes. 4. Have opaque projector easel (for posters), and slide projector available for oral presentations.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Barbara Starkey
Subject Earth Science
Grades 10
Career Development Component Career Awareness & Exploration
Dates of Development 3/3/78

Lesson Objective (1)

For the individual to learn the use of a marine map to plot a course through a harbor.

Original Lesson Student Outcomes (2)

(1) Students will be able to plot a heading using a compass rose.

(2) Students will be able to correct magnetic headings to true.

(3) Students will learn to recognize symbols for water depth, rocks, wrecks, lights, coral reefs, etc.

(4) Students will be able to read latitude and longitude in degrees, minutes, seconds.

Career Development Subgoal (3)

7.1 For the individual to understand the relationship between leisure roles and life style.

Performance Indicator(s)/Objective(s) (4)

For the individual to identify changing leisure periods throughout a lifetime, to give two examples of occupational areas which afford greater leisure time today, and to explore two leisure activities involving navigational skills: boating, scuba diving, and flying.

Career Development Student Outcomes (5)

(5) Students will be able to identify changing leisure periods throughout their lives.

(6) Students will name two occupations which offer more leisure today.

(7) Students will recognize how their navigational skills are useful in boating, scuba diving and flying.

Lesson Activities (6)

Activity Title: Plotting a Course

Procedures:

(1) Students plot a series of courses on a marine map using true and magnetic compass headings and sightings.

(2) Students answer questions regarding depth of water in fathoms and feet, nature of bottom, symbols, latitude and longitude.

(3) Class discussion of leisure time, occupations which afford greatest leisure, occupations which might make use of the skills learned in the lab exercise.

(4) Students will examine local marine maps and fishing charts of the Detroit River area as well as marine charts of the Caribbean Islands.

(5) A private pilot will present a lecture demonstration using flight charts and plotters. He will explain how flight instruments (Omni bearing selector and UOR) are used to automatically lock onto a heading.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
(1) Students submit marine map exercises. (2) Students submit a one page report summarizing the class discussion of leisure time and how navigational skills might be useful in their activities.	(1) Marine map (2 days) (2) Local marine maps and discussion (1 day) (3) guest speaker (1 day)	Drawing compasses. Resources (10) Marine maps Flight charts & plotters Private pilot (speaker)	(1) Obtain maps (2) Invite guest speaker

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Barbara Starkey Subject Earth Science Grades 10

Career Development Component Career Awareness and Exploration Dates of Development 5/9/78

Lesson Objective (1)

To familiarize students with varied forms of weather information.

Original Lesson Student Outcomes (2)

Students will be able to interpret a simple teletype weather report with the aid of a chart.

Career Development Subgoal (3)

6.6 For the individual to gain experience in work related roles and settings.

Performance Indicator(s)Objective(s)(4)

For the individual to acquire a work related experience in a work setting.

Career Development Student Outcomes (5)

Students will experience interpretation of weather reports used by pilots air controllers and others in aviation

Lesson Activities (6)

Activity Title:

Interpretation Of Weather Reports Sent By Teletype

Procedures:

1. Class discussion of:
   a. the difficulty of producing detailed weather maps for use by pilots, etc.
   b. how rapid transmission of data is accomplished by teletype.

2. Class discussion of the ways in which a pilot obtains current weather and forecasts.
   a. FSS (Flight Service Station) specialist briefings.(Telephone and tape a conversation with the specialist and play back for class.)
   b. Teletype reports.
   c. V.R.S. (Voice Response System)Talking Computer forecasts from Washington, D.C. via telephone (could tape record and play back in class also).

3. Simulate the pilots' experience in interpreting a teletype report. Students are given a teletype report and a symbol chart and asked to interpret the report.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will be evaluated on their ability to interpret the teletype weather report..	One class period of 54 minutes.	Teletype reports from a local airport.	1. Obtain teletype reports. 2. Call V.R.S., tape record message, and/or interaction with computer for class playback. 3. Call FSS specialist. 4. Contact speaker if used.
		Resources (10)	
		1. FAA General Aviation News, March, 1978. (Instructions for using the V.R.S.) 2. May bring pilot or control tower operator in as speaker to supplement material presented.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Barbara Starkey Subject Earth Science Grades 10

Career Development Component Career Awareness and Exploration Dates of Development 3/3/78

Lesson Objective (1)

To familiarize students with occupations in the field of oceanography.

Original Lesson Student Outcomes (2)

1. Students will be able to list ten occupations related to oceanography.
2. Students will recognize that some careers related to oceanography involve long tours at sea, while others are pursued at base stations on land.
3. Students will recognize that educational background and training varies greatly within the career cluster.

Career Development Subgoal (3)

6.2 For the individual to recognize that occupations tend to cluster in several ways.

Performance Indicator(s)Objective(s)(4)

6.2 (N) For the individual to select a cluster and, based on all the jobs within the cluster, describe the educational requirements, employment prospects, main work tasks or duties, and services or goods involved for (ten) jobs within the cluster.

Career Development Student Outcomes(5)

4. Students will be able to list ten jobs in the cluster, select two jobs and describe in outline form the educational requirements, institutions which offer training, employment prospects, main work tasks or duties and services or goods involved in each job description.

Lesson Activities (6)

Activity Title: Careers in Oceanography

Procedures:

(1) Show the sound filmstrip on Careers in Oceanography.

(2) Students list ten careers in oceanography which are of most interest to them. Each student will select two.

(3) Students visit the career center to obtain current information using the MOIS, vertical file, books and tapes available.

(4) Students complete an outline briefly describing educational requirements, institutions offering programs in the career areas, employment prospects, main work tasks or duties, and services or goods involved in each job description.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher evaluation of written outlines by students: (1) Students select one career from their list of ten and tell why this career most appeals to them. (2) Students select one career from their list (may be the same) and tell why this would be a practical choice for them in terms of requirements and life style.	(1) Filmstrip: 20 min. (2) Outlines: two days. Total time: 2-1/2 class periods.	Filmstrip projector and cassette player. Filmstrip on Careers in Oceanography, "Beneath & Beyond the Oceanographer's Realm," pub. AIDS, 209-14 41st Ave., N.Y. 11361, (212) 229-3545.	
		Resources (10)	
		Career Information Center	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Barbara Starkey Subject Earth Science Grades 10

Career Development Component Career Awareness & Exploration Dates of Development 3/3/78

Lesson Objective (1)

To familiarize students with township grids, legal property descriptions and the role of the surveyor in civil technology

Original Lesson Student Outcomes (2)

1. Students will be able to identify townships by numerical designation.
2. Students will be able to identify the location of property by its legal description.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations

Performance Indicator(s)Objective(s)(4)

Given an occupation the individual is interested in, he/she will be able to identify the skills and abilities required in that occupation, entry level skills, nature of the work, training required, idea of salary and working conditions, and employment outlook.

Career Development Student Outcomes(5)

1. Students will recognize the skills required in surveying.
2. Students will be able to list the occupational information of a surveyor (duties, work settings, employment outlook, training, salary).
3. Students will recognize the surveyor's skills that some business and leisure activities utilize.

Lesson Activities (6)

Activity Title: The Township Grid

Procedures:

(1) Students will learn how the country is divided into regular townships with a systematic designation by studying a township grid and answering a set of questions relating to the map.

(2) Students will learn how sections of the township are further subdivided. They will learn to interpret a legal description of property by locating property descriptions on a map.

(3) Students will view microfiche occupational information on surveying while answering a question set on careers in surveying.

(4) A surveyor will demonstrate surveying techniques using a transit and review other techniques, duties, variety of assignments, etc., of surveyors.

(5) Students review descriptions of course offering at community college in civil technology.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Students submit written map exercise on townships. 2. Students submit diagnosis of legal property descriptions. 3. Students submit written answers to questions based on the microfiche information 4. Students will list five other businesses which would enlist the services of surveyors. 5. Students will list five leisure activities where topographic maps are useful.	1. Mapping (2 days) 2. Surveyor guest lecture presentation (1 day) 3. View outline (1 day) and local opportunities. Total time: 4 days	Topographic maps	Contact surveyor to present surveying techniques and discuss job description, etc.

Resources (10)
1. Surveyor (speaker) 2. Transit 3. View Occupational information

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Barbara Starkey Subject Earth Science Grades 10

Career Development Component Career Awareness and Exploration Dates of Development 5/6/78

Lesson Objective (1)

To increase awareness of current events related to earth science.

Original Lesson Student Outcomes (2)

1. Students will be aware of current earth science news.
2. Given news articles, students will be able to cluster them in related groups.
3. Students will be able to show the relationship of the news articles to the major disciplines in earth science.

Career Development Subgoal (3)

6.2 For the individual to recognize that occupations tend to cluster in several ways.

Performance Indicator(s)Objective(s)(4)

Given an occupational area, the individual can identify the careers associated with the area and the cluster to which they belong.

Career Development Student Outcomes (5)

1. Students will be able to identify careers related to the news articles.
2. Students will acquire information about the occupations from the news articles and identify the cluster to which they belong.

Lesson Activities (6)

Activity Title:

Earth Science Current Events

Procedures:

1. Discuss ways in which we learn about careers (sources of information).
2. Discuss how we often learn about careers by bits and pieces of information.
3. Ask students to search through newspapers and magazines for five weeks, cutting out articles relating to earth science. They are to make a scrapbook of this collection.
4. Discuss the categories and cluster areas used to organize their scrapbook (see attached instruction sheet).
5. Ask students to list thirty article topics, source and date, and the career related to each.
6. Discuss scrapbooks and which careers seem to be mentioned in the news most often.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Students will be evaluated on the basis of organization, neatness, creativity, and number of articles in the scrapbook.	Discussion - 15 minutes Scrapbook (collection, organization, etc.)-- outside of classroom - 5 weeks	Copy of suggested organization of articles.	Duplicate suggested organization of articles ditto.
2. Students will be evaluated on the list of topics, specific careers and cluster areas mentioned or implied in the articles.	List of topics and careers discussion - 1 class period		
		Resources (10)	

SCRAPBOOK OF CURRENT EARTH EVENTS

(newspaper clippings)

The scrapbook may be homemade of inexpensive paper. If possible, the pages should be oversize to accomodate several news articles. If purchased, the scrapbook should be inexpensive. Scrapbook "filler paper" may be used, allowing students to creatively design their own cover and binding.

The scrapbook should be divided into several sections of at least four pages each.

1. Space Exploration (Voyager, space shuttle, etc.)
2. The Sun (sun spots, eclipses, etc.)
3. Weather and Climate (unusual weather, hurricanes, floods)
4. Earthquakes
5. Volcanic Eruptions
6. Environmental (erosion, conservation, mining, polution)
7. Energy (new sources: wind, solar, tidal, volcanic, etc.)
8. Science Discoveries (new elements, atomic particles, etc.)

When collecting articles include the NAME OF THE PAPER and the DATE of the article. Include only articles most directly concerned with Earth Science.

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LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Barbara Starkey **Subject** Earth Science **Grades** 10

Career Development Component Career Awareness and Exploration **Dates of Development** 4/28/78

Lesson Objective (1)

To acquire the skills and information needed to prepare and interpret a weather map.

Original Lesson Student Outcomes (2)

1. Students will be able to recognize patterns in wind, temperature, and pressure in determining the location movement and characteristic weather sequences attending high and low pressure areas (cyclones and anti-cyclones).
2. Students will acquire information and skills needed to interpret a weather map.

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Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, job market, etc.)

Performance Indicator(s)Objective(s)(4)

Given a skill the individual is interested in, he or she will be able to identify at least three occupations that use that skill and their work setting.

Career Development Student Outcomes (5)

The individual should be able to identify three careers and their work settings in which knowledge of weather maps is essential.

Lesson Activities (6)

Activity Title:

What Does A Daily Weather Map Tell You?

Procedures:

1. Given a daily weather map, students list various factors shown.
2. Students describe patterns around a high and low pressure center: wind directions, temperatures, dew point, air pressure, location of fronts and characteristics of the air masses around the low.
3. Given an incomplete weather map, students complete isotherms, isobars, wind circulation patterns, and fronts.
4. Students list at least three occupations in which knowledge of weather maps is essentisl (meteorologist, weather analyst, pilot, air traffic controller, etc.)
5. A meteorologist may be invited to speak to the group to detail additional duties of a "weather man" and possible work settings.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will demonstrate their knowledge of weather maps and occupations in which weather maps are used by completing an incomplete weather map and listing those occupations that use weather maps.	Interpretation of weather map - One class period of 54 minutes. Completion of weather map and occupations - Two class periods of 54 minutes. Meteorologist (guest speaker) - One class period of 54 minutes. Total time: Four class periods of 54 minutes each.	Copies of weather maps.	1. Prepare weather maps and questions. 2. Invite a meteorologist to speak to classes at least two weeks in advance.
		Resources (10) U. S. Weather Map for March 23, 1966, showing a well-developed extra-tropical cyclone. For a subscription send to: Superintendent of Documents Government Printing Office Washington, D.C. 20402.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Barbara A. Starkey Subject Earth Science Grades 10

Career Development Component Career Awareness and Exploration Dates of Development 4/28/78

Lesson Objective (1)

To familiarize students with symbols used in the weather station model.

Original Lesson Student Outcomes (2)

Students will be able to read information given in the weather station model.

Career Development Subgoal (3)

6.4 For the individual to understand the relationship between and within the occupational world and the economic system.

Performance Indicator(s)Objective(s)(4)

For the individual to show the relationship between one occupation and the economic system.

Career Development Student Outcomes (5)

Students will be able to understand the importance of accurate weather forecasting to our economy and the occupations dependent on accurate forecast.

Lesson Activities (6)

Activity Title:

Reading A Weather Station

Procedures:

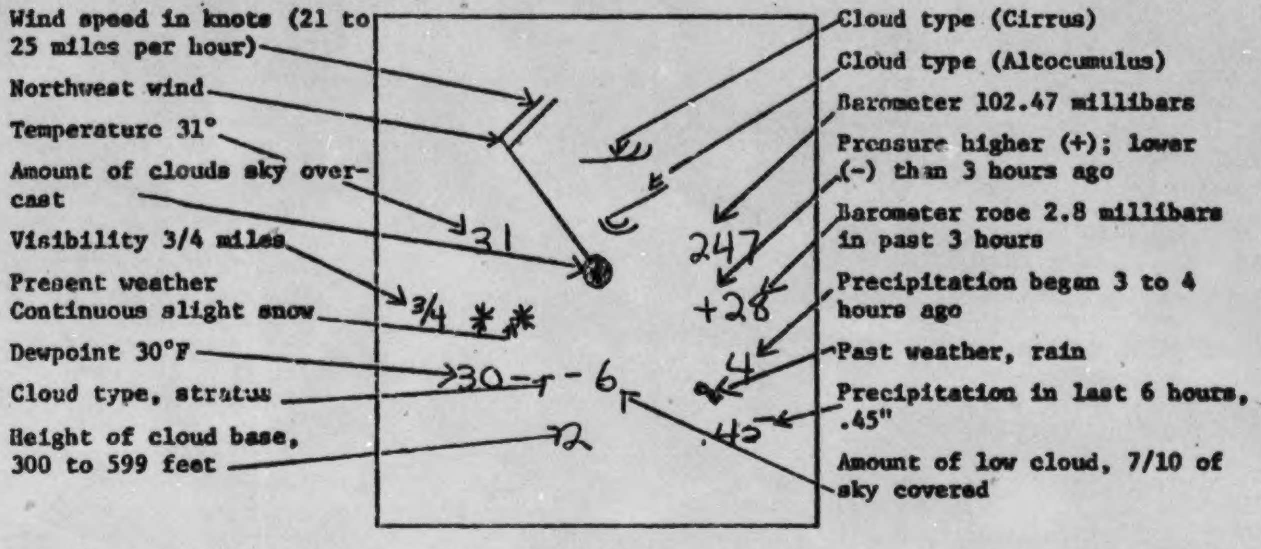
1. Discuss which weather elements are important to us and might be recorded on a weather map.
2. Students identify the weather elements actually kept as part of the daily weather record (shown on copy of a sample station model).
3. Students learn to recognize the symbols and positions of weather elements in the model.
4. Students complete a sample station model by placing symbols correctly.
5. Students list ten occupations that might require an accurate daily and/or long range weather forecast and which weather elements would be of most importance to each (temperature, precipitation, humidity, wind velocity, etc.)

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Students will be evaluated on the basis of their completed weather station model, written answers to questions, and their list of occupations and related weather information.	Total time: One class period of 54 minutes each.	Copies of a weather station model and questions (see attached). **Resources (10)** Weather Bureau Chart of Weather Symbols used on synoptic weather map.	Duplicate copies of station model.

EXERCISE 10: READING THE STATION MODEL ON THE WEATHER MAP

Purpose: To practice reading the weather information shown in the station model of the U. S. Weather Bureau daily weather map.

Background: The diagram shown below explains the complete station model of the U.S. Weather Bureau. Codes used in the model are explained on the reverse side of the Sunday weather map. In this exercise, however, we shall limit our reading of the station model to those elements which are shown without the use of codes—temperature, dew point, wind direction, wind speed in knots, visibility, barometer reading, barometer change, precipitation, and state of the sky. Other elements may be read with the aid of the codes, if desired.


Wind speed in knots (21 to 25 miles per hour)
Northwest wind
Temperature 31°
Amount of clouds sky overcast
Visibility 3/4 miles
Present weather Continuous slight snow
Dewpoint 30°F
Cloud type, stratus
Height of cloud base, 300 to 599 feet
Cloud type (Cirrus)
Cloud type (Altocumulus)
Barometer 102.47 millibars
Pressure higher (+); lower (-) than 3 hours ago
Barometer rose 2.8 millibars in past 3 hours
Precipitation began 3 to 4 hours ago
Past weather, rain
Precipitation in last 6 hours, .45"
Amount of low cloud, 7/10 of sky covered
31
247
3/4
+28
30
6
4
2
.45

Materials: One class set of the U. S. Weather Bureau daily weather map, for any Sunday.

PROCEDURE

a) The diagram reproduced on the next page shows a part of the U. S. WEATHER BUREAU daily weather map for July 17. From the data given thereon fill in the information called for in the blank spaces of the table on the next page. Consult the station model shown above or the reverse side of the U. S. Weather Bureau weather map for any Sunday for any required explanations.

b) Draw station models for Chicago and Quebec, using the information given in the table.

READING THE STATION MODEL

State	City	Temp.	Dew Pt.	Wind Direction	Wind Speed knots	Visibility miles	Barometer millibars	Barometer Change	State of Sky	Precipitation inches
Texas	Amarillo									
Texas	Junction									
Texas	Laredo									
Colorado	Grand Junction									
Kansas	Dodge City									
New Mexico	Albuquerque									
New Mexico	Roswell									
Oklahoma	Oklahoma City									
Mexico	Chihuahua									
Illinois	Chicago	69°	58°	SW	5	10	0116.9	-3mb.	No cloud	None
Canada	Quebec	60°	57°	—	Calm	8	1013.4	-6mb.	Overcast	None

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LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Barbara Starkey Subject Earth Science Grades 10

Career Development Component Career Awareness and exploration Dates of Development 4/8/78

Lesson Objective (1)

To do an in depth study of a topic on earth science and learn the necessary research skills.

Original Lesson Student Outcomes (2)

Students will be able to:

1. acquire detailed information on a topic of the student's interest.
2. utilize research skills in acquiring, organizing and presenting information.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, job market, etc.)

Performance Indicator(s)Objective(s)(4)

Given an occupation that the student is interested in, he or she will collect information on skills and abilities, requirements, training, work settings, job opportunities and income.

Career Development Student Outcomes (5)

Students will be able to acquire information about a specific occupation in the earth science field, related to his research topic.

Lesson Activities (6)

Activity Title:

Research Paper

Procedures:

1. Students are assigned a research paper on the topic of their choosing related to earth science.
2. Students are given a set of questions as a guide for a career survey.
3. Students are oriented to the use of the Career Information Center.
4. Students select a job cluster related to their research topic.

5a. From the job cluster, students will list three specific occupations.

5b. Students select one of the occupations to do a survey of duties, skills and abilities needed, training, entry requirements, job settings, job market, and income.

6. Students write the information in paragraph form to be incorporated into the research paper.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher assessment of progress in collecting resource materials. 2. Teacher assessment of the final research report, including the career survey.	Selection of research topic - One week Orientation to Career Information Center - 20 minutes Orientation to survey questions - 10 minutes out of one class period. Use of materials in Career Center - One class period		1. Arrange for orientation in Career Information Center. 2. Arrange for student groups to use the Career Information Center.
		Resources (10)	
		Career Information Center	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Barbara Starkey Subject Earth Science Grades 10

Career Development Component Career Awareness and Exploration Dates of Development 4/1/78

Lesson Objective (1)

To present an overview of mining engineering as it relates to the earth sciences.

Original Lesson Student Outcomes (2)

1. Students will be able to list at least ten occupations in the cluster of mining engineering and relate the specific area of earth science involved in each, ie., geology, seismography, paleontology, etc.

Career Development Subgoal (3)

6.1 For the individual to understand the relationship between an occupational role, its setting, and life styles.

Performance Indicator(s) Objective(s) (4)

6.1 (I, J, L) Given an occupation, the individual will compare and contrast the life styles of individuals in that occupation, identify four (4) ways in which occupations might affect a person's life style, and identify three (3) aspects of his or her life that are important and which he or she would like to maintain in a work setting.

Career Development Student Outcomes (5)

1. Students will be able to describe at least four (4) ways in which occupations in mining engineering might affect a person's life style.
2. Students will be able to list three (3) aspects of their own life style which they would like to maintain in a work setting.

Lesson Activities (6)

Activity Title:

Exploring Occupations in Mining Engineering

Procedures:

1. Discuss with students what preconceived notions they might have of people in mining engineering; their work setting, life style, education, salary.
2. Direct the students to note the variety of occupations and life styles of mining engineers shown in the filmstrips "The Earth People," "Major: Miner" and "Son of Wildcat."
3. Show the filmstrips.
4. Discuss the effect of some occupations on life style.
5. Students prepare a list including at least ten of the occupations shown. In a well written paragraph, students describe at least four ways in which these occupations might affect a person's life style. In a concluding paragraph students assess their own preferred life style and list three (3) aspects of their own life which they would like to maintain in a work setting.
6. Students may complete their written reports outside of class time.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will submit their written reports for evaluation, as outlined in the activities.	Preliminary discussion - 14 minutes	1. Filmstrip projector.	1. Order filmstrips
	Filmstrips - 40 minutes	2. Record player	2. Arrange for use of film-strip projector and record player.
	Summary discussion - 20 minutes		
	Written reports - 34 minutes (may be completed as homework)		
	Total time: Two class periods of 54 minutes each.		

Resources (10)

Filmstrips: "The Earth People"
"Major: Miner"
"Son of Wildcat"
("Texas Gulf" - producers)
High Ridge Park
Stamford, Conn 06904

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Serri
Subject Earth Science
Grades 10
Career Development Component Career Awareness and Exploration
Dates of Development 3/10/78

Lesson Objective (1)

To understand how materials on the sea floor are gathered and analyzed.

Original Lesson Student Outcomes (2)

Students will be able to explain how coring samples and deep sea sediment enables scientists to learn about the ocean and its geological history.

Career Development Subgoal (3)

6.6 For the individual to gain experience in work related roles and settings.

Performance Indicator(s) Objective(s) (4)

Given an occupation the individual can describe some of the duties and work settings through a simulated experience.

Career Development Student Outcomes (5)

Students will be able to identify the occupational duties and settings of a geological oceanographer through a simulated work experience.

Lesson Activities (6)

Activity Title: Geological Oceanography

Procedures:

1. Students would view the filmstrip "Geological Oceanographer's Story."
2. Students do the lab, "Coring the Sea Floor."
    a. Students would look at data gathered from the ocean floor and correlated table of results.
    b. Students would then plot calcium carbonate versus ocean depth graph from which the core sample is taken.
    c. Students would graph type of sample versus ocean depth.
    d. Students would correlate data with possible histories as to how samples originated and time span of each sample.
3. Class discussion of Geological Oceanographer's work settings and duties as discussed in the filmstrip and simulated in the lab experiment.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher collects and checks lab reports based on: 1. Data check 2. Question check 3. Conclusion check	Total time - three days First day - filmstrip Second & third days - lab and evaluation	Text: Modern Earth Science, Holt, Rhinehart, Winston, publisher, 1966 edition. Filmstrip projector Tape player Movie screen Teacher-made experiment (attached)	1. Order or locate filmstrip/cassette. 2. Arrange for projector, screen, tape recorder. 3. Ditto of teacher-made experiment and test.
		Resources (10)	
		Film kit "Beneath & Beyond the Oceanographer's Realm" Filmstrip "Geological Oceanographer's Story" AIDS Audiovisual Instructional Devices, Inc., 209-14 41st Ave., Bayside, N.Y., 11361 (212) 229-3545) $85.00 for kit; $20.00 for one filmstrip plus cassette or record	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Serri **Subject** Earth Science **Grades** 10

Career Development Component Career Awareness and Exploration **Dates of Development** 4/10/78

Lesson Objective (1)

To expose students to a current area of research in earth science.

Original Lesson Student Outcomes (2)

Students will be able to:

1. do a research paper on a subject in earth science.
2. present this material orally to the class.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations.

Performance Indicator(s)Objective(s)(4)

Given an occupation,the individual can describe the factors of that occupation (duties, working conditions, education requirements, job outlook, salary, job setting).

Career Development Student Outcomes (5)

Student will be able to identify one occupation related to a field in earth science and describe factors of that occupation.

Lesson Activities (6)

Activity Title:

Semester Project in Earth Science For Final Exam

Procedures:

1. Students will select a topic in Earth Science to research. They will complete a term paper and oral presentation on their selected topic.
2. Students will, in the following order:
    a. prepare a paragraph describing the topic of research.
    b. complete note cards on the topic.
    c. complete the presentation outline.
    d. write their formal term papers.
    e. give an oral presentation of their topic during the final exam period (see attached).
3. Students will investigate a career associated with their topic and add an additional two pages to their research report. The two pages, which will be an analysis of that career, will include the:
    a. duties performed.
    b. educational requirements.
    c. working conditions.
    d. employment outlook.
    e. salary or hourly wages.
    f. work setting.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher evaluates for final exam each student's: a. note cards b. outline c. research paper d. oral presentation	Total time: One semester (see attached timetable)	Semester Project Outline **Resources (10)** 1. Career Information Center 2. School library 3. Public library 4. Higher education libraries (junior college, college, university)	1. Prepare time table outline. 2. Prepare handouts: a. How to complete note cards b. How to write an outline c. How to write footnotes and bibliography. 3. Reserve the library and Career Information Center.

Semester Project Earth Science

I. Type of Project
   A. Research Paper (100 points)
      1. It must be on some area of Earth Science and approved by the instructor.
      2. It must contain the following:
         a. A purpose of the paper--what problem or question is the paper trying to answer?
         b. Historical background of the problem--what others have written about the problem.
         c. Your own ideas about the problem.
         d. A conclusion--an answer to the purpose of the paper--from your own ideas.
         e. Footnotes
         f. Bibliography with a minimum of two books other than your text and supplement books in the room, and two magazines.

II. Timetable (twenty weeks)
   A. Seventh Week
      1. Decide upon the type of project you will do. The tentative topic is due the end of the sixth week.
      2. Check the library and other sources to find out if there is enough data and information to do a complete project.
      3. Turn in a written report to your Earth Science teacher indicating the topic and purpose of your project . Deadline: end of seventh week. (no later than 3:00 p.m.)
   B. Tenth through Twelfth Week
      1. Collect information on your project. Take notes on 3 x 5 or 4 x 6 note cards.
      2. Turn in a written copy of your outline at end of tenth week.
      3. Note cards will be collected and checked at end of twelfth week.
   C. Thirteenth through Eighteenth Week
      1. Put your project into final form.
      2. Submit your project to your Earth Science teacher no later than 3:00 p.m. at the end of eighteenth week.
   D. Twentieth Week
      A three to five minute oral presentation will be made to the class during the final exam period. No credit for the research paper unless the oral report is given to the class.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Serri
Subject Earth Science
Grades 10 - 12
Career Development Component Career Awareness
Dates of Development April 11, 1978

Lesson Objective (1)

To determine a bright line spectrum

Original Lesson Student Outcomes (2)

Students will be able to identify two unknown compounds using a bright line spectrum.

Career Development Subgoal (3)

6.6 For the individual to gain experience in work related roles and settings.

Performance Indicator(s)Objective(s)(4)

6.6 (B) For the individual to participate in a simulation experience and/or actual work experience.

Career Development Student Outcomes (5)

Students will be able to use the bright line spectrum and identify the occupations that use the bright line spectrum.

Lesson Activities (6)

Activity Title:

Making a Bright Line Spectrum

Procedures:

1. Teacher will discuss the bright line spectrum and lab experiment (see attached).
2. Students will conduct lab experiment.
3. Class discussion of occupations that use the bright line spectrum:
    a. Astronomer
    b. Quality control
    c. Chemist
    d. Environmental protection
    e. Criminologist

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Each student's lab report will be evaluated to determine his or her ability to identify compounds using a bright line spectrum. 2. Teacher will subjectively evaluate each student's knowledge of occupations that use the bright line spectrum, through class discussion.	Total time: Two class periods of 54 minutes each.	Copies of lab experiment outline (attached).	1. Gather materials for lab experiment. 2. Duplicate lab experiment outline.
		Resources (10)	

EXPERIMENT: Making a Bright-Line Spectrum

Purpose: The spectrum of an element heated in a fairly colorless flame is just a few bright lines. This type of spectrum is called a bright-line spectrum. Each element produces a definite set of bright lines. Scientists have found that they can identify an element by its bright-line spectra as surely as they can identify you by your fingerprints. The bright lines you saw earlier in the flourescent-tube spectrum were due to the gasses of mercury in the tube.

Materials:

Nichrome wire 10 cm long
Bunsen burner
Petri dishes or watch glasses
Spectroscope
Small container of water
Eye dropper
Crystals of: Sodium chloride, Potassium nitrate, sodium bicarbonate, calcium chloride, strontium nitrate, potassium nitrate, copper chloride, copper nitrate, lithium chloride, unknown crystal.

Procedure: Mix a few of the crystals with 2 drops of water in the petri dish. Make a small loop in one end of a nichrome wire.

2. Dip the loop of nichrome wire into the crystal solution. While your lab partner looks at the spectrum of the Bunsen burner, put the loop into the flame. Take turns looking at the spectrum.

3. In a space provided in your lab report, show the position and color of any bright lines you saw in the spectrum. Compare your sketch with the diagram shown on the chart in the back of the room.

4. Repeat steps 1 to 3 for each of the crystal samples.

Sodium Chloride

Strontium Nitrate

Potassium Nitrate

Potassium Nitrate

Sodium Bicarbonate

Copper Chloride

Calcium Chloride

Copper Nitrate

EXPERIMENT: Making a Bright Line Spectrum (continued)

5. Now here's some detective work for you. Your teacher has prepared two solutions of unknowns. Your job is to find out which substance or substances were used.

6. In the space provided in your Record Book, show the position of any bright lines you identified.

UNKNOWN I

UNKNOWN II

What does your investigation reveal?

1. Get a spectroscope, a sheet of white paper, and a 150 watt bulb and receptacle. Pretend that the 150 watt bulb is the sun. Observe the spectrum through the spectroscope. Determine whether the spectrum is different when observed with the left eye from the spectrum when observed from the right eye.

2. What is the color on the right side of the green area of the left spectrum?

3. What is a spectroscope?

4. What does a diffraction grating in the spectroscope do to sunlight?

5. After the name of each light source, write the best description of the spectrum or spectra produced by light from that source. 100-watt light bulb, crystals containing the element strontium heated in a flame, neon florescent lamp.

6. You observed the spectrum of the bunsen burner flame before placing the crystals of several chemicals into the flame. Why was that step necessary?

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Serri Subject Earth Science Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development 1/17/78

Lesson Objective (1)

To inform student about the science of oceanography.

Original Lesson Student Outcomes (2)

Students will be able to:

1. define what oceanography entails.
2. list the four subfields of oceanography.
3. define the characteristics of each subfield.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations.

Performance Indicator(s)Objective(s)(4)

Given an occupation, the individual will be able to classify that occupation's cluster areas based on the nature of the work.

Career Development Student Outcomes (5)

Given 15 occupations, each student will be able to identify the subfield of oceanography to which that occupation belongs.

Lesson Activities (6)

Activity Title:

Understanding Oceanography and Its Careers

Procedures:

1. Students will read Chapter 15 of text Modern Earth Science.
2. Show filmstrip "Careers in Oceanography."
3. Class discussion of reading and filmstrip kit review covering:
    a. the nature of oceanography.
    b. the subfields of oceanography.
    c. the characteristics of each field.
4. In class evaluation.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Each student will classify the 15 occupations according to subfield (Examples: Climatologist - physical oceanography; Botanist - biological oceanographer): Chemist Physicist Seismologist Climatologist Meteorologist Ocean Liner Captain Navigator Microbiologist Zoologist Botanist Physiologist Marine farmer Geologist Ecologist Biochemist	Total time: 1-1/2 class periods of 54 minutes each.	Text: Modern Earth Science, pp. 316-330, by Holt, Rinehart Winston Filmstrip Kit "Beneath & Beyond the Oceanographer's Realm" Filmstrip "Careers in Oceanography" AIDS (Audiovisual Instructional Devices,Inc., 209-14 41st Ave., Bayside, N.Y., 11361. (212) 229-3545 $85.00 for kit, $20.00 for one filmstrip plus cassette or record. **Resources (10)**	1. Arrange for filmstrip projector. 2. Order filmstrip and arrange for its use.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Paul Serri Subject Earth Science Grades 10 - 12

Career Development Component Career Awareness and Decision Making Dates of Development 1/20/78

Lesson Objective (1)

To make students aware of specific problem areas in earth science research.

Original Lesson Student Outcomes (2)

Students will be able to explain the methodology used to solve a particular problem in earth science.

Career Development Subgoal (3)

11.1 For the individual to acquire skill in developing options.

6.2 For the individual to recognize that occupations tend to cluster in several ways.

Performance Indicator(s)/Objective(s) (4)

Given a specific problem, students will be able to identify options necessary to solve the problem and develop an understanding of the careers associated with the option.

Career Development Student Outcomes (5)

Students will be able to:

1. list specific intellectual options necessary to solve a specific problem in earth science.
2. Identify the careers associated with that option.

Lesson Activities (6)

Activity Title:

Problem Solving

Procedures:

1. Teacher will give students an earth science problem to be solved. (ie., oil spill from large tanker hits resort area). This exercise will be done individually, but it could be done as a class discussion activity.
2. Students will list methods and options to solve the problem.
3. Students will list the people involved in various careers that would be used to solve the problem. "You have a job to do...."
   - a. What people would you employ?
   - b. What qualities would they possess?
   - c. What materials would you need?
4. Students will go to the library or Career Information Center to research the occupations.
5. Students will report findings in writing to instructor in lab report form.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will demonstrate their ability to solve a problem in their formal lab report. This report will include the problem, the solution and the identified careers associated with their solution.	Total time: Two class periods of 54 minutes each.		Reserve library and/or Career Information Center.
		Resources (10)	
		1. Library 2. Career Information Center	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name: Dennis Laurain
Subject: Health
Grades: 10
Career Development Component: Self Awareness and Assessment
Dates of Development: 11/29/77

Lesson Objective (1)

To teach the elements of vision and proper care of the eyes.

Original Lesson Student Outcomes (2)

Students will be able to:

1. label the parts of the human eye and describe their functions.
2. list four eye problems and describe their causes, effects, and treatment.
3. list and discuss proper eye care "do's and don'ts".

Career Development Subgoal (3)

1.1 For the individual to recognize similarities and differences between his or her physical, intellectual and emotional characteristics and those of others.

Performance Indicator(s)Objective(s)(4)

1.1 (M) For the individual to explain how physical handicaps can affect an individual's development of physical skills.

Career Development Student Outcomes (5)

Students will be able to discuss and describe how being sight handicapped can affect a person's skill development and emotional outlook.

Lesson Activities (6)

Activity Title:

The Human Eye

Procedures:

Students will:

1. Read for homework pp. 182-194 in text: Chapter 11, "Keeping in Touch Through Your Senses."
2. Discuss in class:
    a. The structure of the human eye and the function of its parts.
    b. The types of functional disorders, their symptoms, causes, effects, and treatment.
    c. Diseases of the eye, their symptoms, causes, effects, and treatment.
    d. Eye examinations.
    e. Care of the eyes.
3. Students will complete a diagram of the eye and label its parts.
4. Students will hear an outside speaker (opthalmologist, optometrist, or optician).
5. Class demonstration. Break class into small groups; blindfold one student in each group. Observe him/her by group doing tasks. Question his/her feelings. Class comes together to discuss activity.
6. Students will hear an outside speaker (sight handicapped person). He/she will be asked to discuss adaptive measures taken in relation to career, leisure, social life.

Evaluation (7)

Students will:

1. label the parts of the eye diagram.
2. be given a list of eye parts, diseases and disorders and asked to describe each.
3. describe (essay) what it is like to be sight handicapped.

Time Estimate (8)

Discuss eye parts, functions, disorders -
Two class periods of 54 minutes each.

Continue discussion, plus speaker (eye specialist)-
One class period of 54 minutes.

Class group work on blindness -
One class period of 54 minutes.

Speaker (blind person) -
One class period of 54 minutes.

Total time:
Five class periods of 54 minutes each.

Supplies/Equipment (9)

1. Colored chalk
2. Blindfolds
3. Model of human eye.
4. Paper - pencils

Resources (10)

1. Outside speakers
   a. Opthalmologist, occulist or optometrist.
   b. Sight handicapped person.
2. Text: Your Health and Safety, Pub., Harcourt, Brace, Javanovich, 1975, pp. 182-194.

Pre-Planning Tasks (11)

1. Contact an eye specialist to arrange for a date and time to present to class. Review procedure and request him/her to bring in equipment.
2. Contact a sight handicapped person, set a date and time for presentation.
3. Gather or make blindfolds.
4. Obtain model of eye.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain Subject Physical Science Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 11/5/77

Lesson Objective (1)

To make students aware of energy conservation in the home.

Original Lesson Student Outcomes (2)

Students will be able to:

1. describe the history and future of current energy sources.
2. identify potential energy sources for the future.
3. identify the major residential heating systems currently in use (cost, availability, sources).

Career Development Subgoal (3)

3.1 For the individual to understand the difference between individual and group roles.

Performance Indicator(s)Objective(s)(4)

3.1 (J) For the individual to compare the rights of the individual to the rights of the group.

Career Development Student Outcomes (5)

Students will be able to:

1. relate the rights of the individual and groups to the use of energy and energy conservation.
2. explain why a double standard of energy conservation infringes on individual versus group rights.

Lesson Activities (6)

Activity Title:

Reviewing Supplemental Materials
On Energy Conservation

Procedures:

1. Provide enrichment materials from media center and utility companies for review.
2. Divide class into interest groups according to:
   a. history of energy sources.
   b. futuristic uses and sources of energy.
   c. legislation and regulations affecting development and use of energy.
   d. consumers' responsibility for energy use.
   e. heating sources presently used.
3. Students will develop a small group presentation of their choice (using related film, pamphlets, speakers, skit, mini field trip, debate, etc.) for the class.
4. Group presentations given to class.
5. Disseminate information and findings throughout the school (school assembly, school newspapers, show case, local newspaper, bulletin boards).

Evaluation (7)

1. Teacher assessment of individual's contribution to group.
2. Peer critique of group presentation using 1 - 5 scale.
3. Written quiz on major concepts covered.
4. Informal self evaluation by individual participants.

Time Estimate (8)

First week:

Introduction, class discussion and group designation -
50 minutes

Group work -
Four class periods of 54 minutes each.

Second week:

Group presentations -
One-half of four 54 minute class periods.

Discussing review and plan for dissemination (follow-up action plan)
One class period of 54 minutes.

Total time -
Two weeks

Supplies/Equipment (9)

1. Pencil and paper.
2. Material gathering supplies (envelope, binder, etc.)

Resources (10)

1. Current issues of:
    a. Popular Mechanics
    b. Popular Science
    c. Mechanics Illustrated
    d. Consumer Report
    e. Science Digest
2. Pamphlets from:
    a. Utility companies
    b. Commercial companies
    c. Government agencies

Pre-Planning Tasks (11)

*1. Write letters to agencies requesting materials.

2. Make arrangements with media personnel for materials.

*Allow at least two weeks lead time to notify agencies.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Terri Howard Subject Justice Grades 12

Career Development Component Self Awareness and Assessment Dates of Development 1/6/78

Lesson Objective (1)

To familiarize students with the development of the 20th century civil rights movement.

Original Lesson Student Outcomes (2)

Students will be able to identify at least three Supreme Court decisions which further the ideas of the civil rights movement.

Career Development Subgoal (3)

3.1 For the individual to understand the difference between individual and group roles.

Performance Indicator(s)Objective(s)(4)

3.1 (K) For the individual to explain why a "double standard" is an infringement of an individual's or group's rights.

Career Development Student Outcomes (5)

The student will be able to explain how the double standard for blacks and whites was modified by government action.

Lesson Activities (6)

Activity Title:

Twentieth Century Civil Rights

Procedures:

1. Assign texbook reading pp. 408-415 for homework.
2. Show film "Sit-In." (An impartial resume of Nashville "sit-ins". Narrated by Chet Huntley and includes many documentary shots.)
3. Class discussion of film.
4. Divide students into six groups, each assigned to research one of the following:

   Group 1 - Employment prior to 1950.
   Group 2 - Voting practices prior to 1950.
   Group 3 - Educational opportunities prior to 1950.
   Group 4 - Employment after 1950.
   Group 5 - Voting practices after 1950.
   Group 6 - Educational opportunities after 1950.
   (Groups 4,5, and 6 would include research on the impact of the 1964 Civil Rights Act.)
5. Oral sharing of results of research from above procedure (#4).
6. Class discussion of this unit, including effects of Supreme Court decisions on living conditions of blacks prior to 1950.

Evaluation (7)

1. Student will write three examples of "double standard" which existed for blacks and whites in 20th century America.
2. Student will name and describe a Supreme Court decision which eliminated the "double standard" mentioned in each of #1 above.

Time Estimate (8)

1. Homework
2. Film: 50 minutes
3. Discussion: 30 minutes
4. Divide: 15 minutes
   Research: 100 min.
5. Sharing: 54 min.
6. Discussion: 54 min.

Total of six 54 minute class periods

Supplies/Equipment (9)

Film projector/screen

Textbook: *Our American Government and Political System*, Laidlaw Bros., Pub., River Forest, Illinois, 1973

Resources (10)

Film: "Sit-In," 54 minutes, 1961, B-W, McGraw-Hill Text Films, 300 W. 42nd Street, New York, New York 10036

Pre-Planning Tasks (11)

1. Order films
2. Order film projector
3. Assign homework

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Terri Howard

Subject Justice

Grades 12

Career Development Component Self Awareness and Assessment

Dates of Development 4/3/78

Lesson Objective (1)

To familiarize students with the arguments for and against mandatory prison sentences

Original Lesson Student Outcomes (2)

Student will be able to:

1. define mandatory prison sentence
2. list three arguments for
3. list three arguments against

Career Development Subgoal (3)

4.3
For the individual to demonstrate the ability to initiate and maintain interpersonal relationships

Performance Indicator(s) Objective(s) (4)

4.3F
Given a specific interpersonal situation, the individual can compare and contrast the ways different students perceive the situation.

Career Development Student Outcomes (5)

Student will be able to explain the arguments for and against mandatory prison sentences in order to understand that everyone's perception of a situation is not the same.

Lesson Activities (6)

Activity Title: Mandatory Prison Sentences

Procedures:

1. Classroom discussion of the concept of mandatory prison sentences and students' positions
2. Play tape of "Are Mandatory Prison Sentences Effective" with Senator Edward Kennedy and Demarest MacDonald
3. Students will list arguments discussed on the tape by both sides
4. Classroom discussion of the arguments

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will discuss mandatory prison sentencing in paragraph form **Criteria** Students must include A. a definition of mandatory prison sentences B. three arguments for mandatory prison sentences C. three arguments against mandatory prison sentences	1. Class discussion: 30 minutes 2. Tape presentation: 20 minutes 3. Student work: 24 minutes 4. Class discussion: 30 minutes Total: Two 54-minute class periods	1. Tape player	1. Order tape player 2. Order tape

Resources (10)
1. Cassette tape: "Are Mandatory Prison Sentences Effective?", Opposing Viewpoints Cassettes, c.1977, Glenhaven Press

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Lewis Blunt Subject American Government Grades 12

Career Development Component Career Awareness and Exploration Dates of Development 5/15/78

Lesson Objective (1)

To enable students to explore social studies careers.

Original Lesson Student Outcomes (2)

Same as Career Development Student Outcomes.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, job market etc.).

Performance Indicator(s)Objective(s)(4)

Given an occupation the individual is interested in, he or she will describe the major duties, worker requirements, training, income, working conditions and employment outlook of that occupation.

Career Development Student Outcomes (5)

Students will be able to list and describe the occupational information for their selected social studies career.

Lesson Activities (6)

Activity Title:

Social Science Career Report

Procedures:

1. Social studies students desiring extra credit will fill out a homework contract with the teacher and may elect as one of their alternatives a social science career report. Each student selecting a career report will:
   a. complete the homework contract (see attached).
   b. complete in one paragraph each, the areas covered in the outline of the Social Science Career Report (see attached).
2. Students electing the career report option may complete a maximum of three per semester.
3. Students doing the career reports may be called upon to discuss their findings with the class.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate each student's career report and assign extra credit based on the content and completeness of the report.	Students will complete their career reports outside of class time.	1. Homework contract 2. Career report outline	Duplicate copies of the Career Report Outline and homework contract.
		Resources (10) 1. Career Information Center 2. Community 3. Library	

Student ______________
Hour ______________
Course ______________

HOMEWORK CONTRACT

Instructions: Please fill in this sheet, then see Mr. Blunt for an appointment to discuss it. Do not hand in or start a project before this sheet is filled in and signed by Mr. Blunt. If you wish, you may make an appointment with Mr. Blunt before you fill in the sheet for ideas, explanations, etc. WHEN THE PROJECT IS COMPLETED HAND THIS CONTRACT IN ALONG WITH THE PROJECT.

What is to be studied?

How will it be studied?
List specific sources and activities by title, name etc. as proof of feasibility. (Experiments, questionnaires, people to be interviewed, articles, books etc.) Use the back of page, if necessary.

How will it be reported?
(Model, films, class presentation, poster paper, etc.) Journalistic footnotes and a bibliography are required.

Total possible points for an "A" ______. (Approximate point possibilities Big projects 20-25, Book reports (limits 3) 5-10.

Due Date ____________.

Progress report dates ______. ______. ______.

IF ANY PART OF THIS CONTRACT IS NOT FULFILLED I UNDERSTAND THE RESULT COULD BE NO CREDIT AND NO POINTS FOR THIS PROJECT.

Student Signature ______________

Mr. Blunt's Approval ______________

SOCIAL SCIENCE CAREER REPORT

1.) The career must be a social science career.

This can be defined as those jobs that deal primarily with human society and the problems of human society.

2.) Each of the following areas must be covered.

They are to be covered by at least one paragraph. Each paragraph must be titled by the corresponding area.

A.) Nature of work--What daily tasks are performed?

B.) Interests required-- What things should you like to do?

C.) Abilities required--What things should you be able to do?

D.) Personality traits required--What attitudes, values, and habits should you have?

E.) Preparation required--Union membership? State License? Approval by professional organization?

F.) Schooling required--High school? Subjects? Technical training? Apprenticeship? College degree? Graduate work? How many years of schooling?

G.) Working conditions--Regular hours, shift work, on call at all times? Pleasant surroundings? Adequate equipment? Opportunities for improving skills?

H.) Location--Where would you have to go to do this work? What are living conditions there?

I.) Employment outlook--How many workers are employed in this work? Nationally and locally? Is there a demand that is increasing or decreasing?

J.) Salary benefits--What is the starting wage? Will it increase? Are there paid vacations? Compensation plans for illness, and accidents, retirement program?

K.) Personnel satisfactions--Does this work enable you to realize some of your real values?

L.) Where to get further information:

M.) Where is this career in relation to me? Scale this from 1 to 5. 1=definitely not a job for me. 5=an extremely realistic choice for me. Explain the ranking in terms of the above categories.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Terri Howard Subject Justice Grades 12

Career Development Component Career Awareness Dates of Development 4/4/78

Lesson Objective (1)

To introduce students to a "typical" judge on a personal level - (background, qualifications, attitude, type of work)

Original Lesson Student Outcomes (2)

Student will

1. define administrative law judge
2. describe the procedure for becoming an administrative law judge
3. discuss the types of cases an administrative law judge in Social Security would decide

Career Development Subgoal (3)

6.1
For the individual to understand the relationship between an occupational role, its setting, and life style

Performance Indicator(s)Objective(s)(4)

6.1H
Given an occupation the individual is interested in, the individual can describe a possible career pattern based on individuals he or she knows in that occupation.

Career Development Student Outcomes(5)

Student will be able to explain how Judge Morad became an administrative judge

Lesson Activities (6)

Activity Title: Speaker: Administrative Law Judge

(Ex: Social Security Bureau of Hearings and Appeals)

Procedures:

1. Introduce speaker to the class - Speaker's presentation will include:
    - A. a description of his work
    - B. a description of his professional background and schooling (career pattern)
    - C. how his position fits in the overall government
    - D. answers to students' questions

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Orally or in paragraph form the student will explain a process to become an administrative law judge: **Criteria** Paragraph will include: 1. definition of administrative law judge 2. three requirements for judgeship 3. a description of the judge's career pattern	Speaker: one class period Evaluation: 15-20 minutes	**Resources (10)** Administrative law judge - for possible source call local office of Social Security Administration (Bureau of Hearings and Appeals)	1. Contact speaker and arrange date, time, subject of presentation (one week prior to presentation) 2. Secure necessary permission from administration

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Terri Howard Subject Justice - American Gov't. Grade: 12

Career Development Component Career Awareness & Exploration Dates of Development 12/14/77

Lesson Objective (1)

To familiarize students with the Gideon Case.

Original Lesson Student Outcomes (2)

1. Student will identify Supreme Court decision in Gideon case.
2. Student will list two reasons Florida gave for not providing a lawyer for Gideon.
3. Student will list two reasons Gideon thought Florida should appoint a lawyer for him.

Career Development Subgoal (3)

9.3 For the individual to understand the relationship between political systems and citizen role.

Performance Indicator(s)Objective(s)(4)

9.3 (H) For the student to explain how a particular personal freedom or right was granted as a result of protest against unjust laws (judicial prodedures).

Career Development Student Outcomes (5)

Student will be able to explain how the right to a court appointed lawyer was granted as a result of Gideon's actions.

Lesson Activities (6)

Activity Title:

Supreme Court Case
"Gideon vs Wainwright"

Procedures:

1. Assign textbook reading p. 427 and handout reading "Lawyer Please" for homework.
2. Show film "Justice Under Law: Gideon." (Approximately 30 minutes) Complete film review sheet (outline listed):

   Film Review

   A. Brief summary of film
   B. List the major characters and their role in the film.
   C. List the major impression, facts, ideas which you learned:
   D. Your opinion.
3. Classroom discussion of film content and text assignment (vocabulary, court procedures, etc.).
4. Classroom discussion of Supreme Court decision (will cover Evaluation Criteria).
5. Evaluation.

Evaluation (7)

Student will explain in paragraph form how the right to a court appointed lawyer was granted to Americans as a result of Gideon's actions.

CRITERIA

Students must include:

A. How Gideon got in jail (who he was).

B. Gideon's actions (petition procedures).

C. Gideon's reasoning (why).

D. Position of Florida (why not).

E. Supreme Court decision.

F. Effects of that decision on American rights.

Time Estimate (8)

1. Homework
2. Film: 30 minutes
3. Discussion: 20 min.
4. Discussion (cont'd.) 20 + minutes
5. Evaluation: 25 + minutes

Total:

two 54 minute class periods.

Supplies/Equipment (9)

1. Textbook: Our American Government and Political System, Laidlaw Bros., pub, River Forest, Illinois, 1973.
2. Film projector/screen
3. Teacher-made handout and evaluation criteria (study guide type)

Resources (10)

1. Film: "Justice Under Law: The Gideon Case," 23 min., 1966 Encyclopedia Brittannica Educational Corp., 425 N. Michigan Ave., Chicago, Ill. 60611

Pre-Planning Tasks (11)

1. Order film.
2. Distribute commercially prepared handouts.
3. Assign homework.
4. Get film projector/screen.
5. Make up handout.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Terri Howard

Subject American Government/History

Grades 12

Career Development Component Career Decision Making

Dates of Development 4/5/78

Lesson Objective (1)

To familiarize students with the impeachment process.

Original Lesson Student Outcomes (2)

Students will be able to:

1. define impeachment.
2. describe the impeachment process.
3. describe the role of Edmund Ross in the impeachment trial of Andrew Johnson.

Career Development Subgoal (3)

10.2 For the individual to identify factors that influence decision-making.

Performance Indicator(s)Objective(s)(4)

10.2 (F) Given a decision a person has made, the individual will identify the factors upon which that decision was made.

Career Development Student Outcomes (5)

Students will be able to identify the factors upon which Edmund Ross' decision was made.

Lesson Activities (6)

Activity Title:

Impeachment

Procedures:

1. Assign appropriate textbook readings on the impeachment process for homework (pp.225, 309, 365, 458).
2. Classroom reading and discussion of pamphlet "Impeachment: The Presidency On Trial" (see questions for thought and discussion, pp.46-7)
3. Show film "Profiles in Courage: Edmund Ross" - students complete film review sheet (outline listed):
   a. List three major characters and their role in the film other than Ross and Johnson.
   b. List five different ways in which pressure was put on Ross to influence his vote.
   d. List two major reasons why Ross voted as he did.
   e. Opinion of the films'relevance for this class..
4. Classroom discussion of film and the process Ross went through to make his decision; the implication of that decision.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Students will complete film worksheet. Students will discuss the impeachment of Andrew Johnson in paragraph form, including: 1. The definition of impeachment 2. The impeachment process. 3. The reasons for the impeachment of Johnson. 4. The effect of Edmund Ross' decision.	Reading and discussion of pamphlet - One class period of 54 minutes. View the film and complete worksheet - One class period of 54 minutes. Film discussion and evaluation - One class period of 54 minutes. Total time: Three class periods of 54 minutes each.	Film projector	Order film Order film projector. Prepare film review sheet.

Resources (10)

Textbook: Our American Government and Political System, pub., Laidlaw Bros., River Forest, Illinois, 1973

Pamphlet: "Impeachment: The Presidency On Trial," pub., Values & Decisions Series, Amer. Education Publication, 1972.

Film: "Profiles in Courage: Edmund Ross," B-w, 50 min., Saudek Films, 689 Fifth Ave., New York, N.Y. 10022

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Terri Howard

Subject Justice - American Gov't.

Grades 12

Career Development Component Career Decision Making

Dates of Development 2/2/78

Lesson Objective (1)

To familiarize students with the work of presidential advisors in forming U.S. policy (domestic and/or foreign.)

Original Lesson Student Outcomes (2)

Students will be able to:

1. summarize the information available on each issue.
2. identify at least three alternative courses of action.. on each issue.
3. list both positive and negative consequences for each alternative.
4. decide on a recommendation for action by the president.

Career Development Subgoal (3)

11.3 For the individual to gain decision making experience by making systematic decision.

Performance Indicator(s)Objective(s)(4)

11.3 (1) Given a situation where the individual must make a decision, he/she can list alternatives, weigh the alternatives as to highest priority, and make a systematic decision based on identified information.

Career Development Student Outcomes (5)

The student will be able to list alternatives (and potential consequences) to foreign/domestic problems confronting the president, and recommend a decision to be made based on the identified information.

Lesson Activities (6)

Activity Title:

The Role of Presidential Advisors.

Procedures:

1. Assign textbook reading pp. 232-237 for homework.
2. Speaker: Administrative aide to congressperson or to mayor to discuss how he aids in decision making.
3. Distribute worksheet in which students will role-play a presidential advisor on specific issues.
4. Students will complete in library attached worksheet including:
   a. U.S. goals.
   b. available information
   c. possible courses of action
   d. likely consequences of each course
   e. their recommendation using situations and problems listed.
5. Students will share orally their findings.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will evaluate the oral reports of the students, which will include: a. information available b. possible courses of action c. likely consequences of each alternative d. their recommendation	Speaker: one class period Library for worksheet 2 class periods Oral reports: * 3 to 5 min. each 2 or 3 class periods * may be all or a few students Total time: 5 class periods (depends on how many oral reports) of 54 minutes each	Textbook: Our American Government and Political System, Laidlaw Bros., Pub., River Forest, Illinois, 1973 Attached handout **Resources (10)** 1. Speaker 2. Library	Assign homework Prepare handout Contact speaker Arrange for use of library

FORMAT FOR PRACTICAL POLITICS PROJECT

The Role of Presidential Advisors

TO: Jimmy Carter, Oval Office
FROM: (your name and title)
SUBJECT: (from approved subject list)

Decision/Problem

Values/ (U.S. goals) (possibly conflicting)

Information/ Situation

Alternatives/ Possible causes of action:

Consquences of each alternative/ Positive and negative aspects of each cause of action:

Recommendation: The President should .../ Decision

Approved Subject List

1. farm problem
2. human rights
3. Russia (SALT talks)
4. Israel (settlement)
5. Egypt (settlement) Anwar Sadat
6. Africa
7. Energy policy
8. his staff (Powell, Jordan ...)
9. relations with Congress (budget - HEW)
10. Mexico (illegal aliens)
11. Panama
12. C.I.A. appointment of Stansfield
13. China
14. Balancing budget/economics
15. welfare reform
16. Korea
17. Nuclear prolifiation

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LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Gerald Goode Subject Psychology Grades 12

Career Development Component Self Awareness and Assessment Dates of Development 12/20/77

Lesson Objective (1)

Learn to deal with one's own emotion - anger

Original Lesson Student Outcomes (2)

The student will be able to:

1. identify precipitating factors to anger.
2. list most frequent manifestations of anger.
3. discuss post anger feelings.
4. identify how to deal with feelings before, during and after anger.

Career Development Subgoal (3)

4.3 For the individual to demonstrate the ability to initiate and maintain interpersonal relationships.

Performance Indicator(s)Objective(s)(4)

4.3 (F) Given a specific interpersonal situation (e.g., two persons arguing), the individual can compare and contrast the ways different students perceive the situation.

Career Development Student Outcomes (5)

Students will be able to:

1. compare and contrast their reactions to anger in a given situation.
2. recognize and discuss how others may perceive the same situation.

Lesson Activities (6)

Activity Title:

Introduction To The Emotion Of Anger

Procedures:

1. Students read for homework Text Chapter 11, pp.319-325, "Hostility and Inability To Get Along."
2. Class discussion of material read.
3. Role playing activity:
   a. Teacher presents simulated choice of two activities (ie., babysitting vs. going to a party) to class for discussion.
   b. Students debate choice (teacher stimulates debate to force anger from class regarding which activity they will pursue).
4. Class discussion of role playing activity:
   a. students will describe their reactions to the role playing situation.
   b. students will recognize that their classmates may perceive the situation differently.
5. Show film "Anger."
6. Class discussion of film.
7. Speaker (psychologist or clergy) to discuss anger.
8. Class discussion to seak positive methods of handling one's anger.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate each student's knowledge of anger through: 1. class discussion of concepts relative to anger. 2. written quiz on causes, manifestations and consequences of anger.	Discuss anger as an emotion--what, how and why of anger - One class period of 54 minutes Film on anger--causes, manifestations and consequences - One class period of 54 minutes Speaker invited (either a psychologist or a clergyman) to discuss anger - One class period of 54 minutes Evaluation - One-half class period of 54 minutes Total time: 3-1/2 class periods of 54 minutes each.	1. Projector and screen. 2. Pamphlets on anger. 3. Text: Psychology, Understanding Ourselves and Others, by Tallent and Spungin, 1972, American Book Co., pub., New York, N. Y.	1. Arrange for speaker. 2. Order film, secure projector and screen. 3. Advise students ahead of time we will be discussing subject of anger and give them pamphlets and book assignment in advance.
		Resources (10)	
		1. Speaker - Psychologist or clergyman. 2. Film: "Anger" Guidance Associates, 757 Third Ave., New York, N. Y. 10017 (212) 754-3700	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Angus J. MacKenzie Subject Social Studies Grades 9 - 12

Career Development Component Career Awareness and Exploration Dates of Development 5/11/78

Lesson Objective (1)

To introduce the students to labor unions and the labor relations process.

Original Lesson Student Outcomes (2)

The student will be able to:

1. describe collective bargaining.
2. identify union concerns in collective bargaining.
3. identify management concerns in collective bargaining.
4. define the meaning of the terms: arbitration, wildcat strike, lockout, union shop, shop steward

Career Development Subgoal (3)

6.4 For the individual to understand the relationship between and within the occupational world and the economic system.

Performance Indicator(s)Objective(s)(4)

6.4 (U) For the individual to describe the implications of increase in leisure time for the growth or decline of specific occupations.

Career Development Student Outcomes (5)

The student will be able to:

1. list occupations that will develop and/or grow due to the increased amount of leisure time for workers.
2. list occupations that will diminish or decline due to the increase in the amount of leisure time for workers.

Lesson Activities (6)

Activity Title:

Labor Unions

Procedures:

1. Teacher introduces the labor union concept and describes:
    a. the history of the labor union movement.
    b. management's vs. labor's views of unions.
    c. collective bargaining.
    d. tools management and labor use to solve conflicts (lockouts, strikes, transfers, arbitration, etc.).
2. Show filmstrips (2) "Labor Unions: What You Should Know."
3. Class discussion of filmstrips.
4. Develop and define a glossary of terms related to labor unions. Students to go to media center to research.
5. Class discussion of glossary of terms.
6. Discuss implications of labor unions on the general population.
    a. Wages vs. inflation
    b. Decrease in hours on the job and/or work week.
    c. Benefits
7. Class discussion of growth and/or decline of occupations due to the increase in leisure time for workers.
8. Evaluations

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher evaluation of class discussion and glossary list. 2. Written test: "What You Should Know About Labor Unions," from filmstrip manual. 3. Teacher evaluation of student's lists of occupations.	1st day class period: Introduction of lesson on labor unions. 2nd day class period: Filmstrip and discussion. 3rd day class period: To media center to develop individual glossary of terms. 4th class period: 1. Class discussion on glossary of terms. 2. Develop a joint class list of terms. 3. Discuss implications of labor unions on the general population. 5th class period: Evaluation.	1. Sound filmstrip projector 2. Screen	1. Arrange for projector and screen. 2. Arrange for filmstrip, 3. Run off copies of test.
		Resources (10)	
	Total time: Five class periods of 54 minutes each.	Filmstrip: "Labor Unions: What You Should Know," by Guidance Associates of Pleasantville, New York.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Angus I. MacKenzie
Subject Social Studies
Grades 9 - 12
Career Development Component Career Awareness and Exploration
Dates of Development 3/78

Lesson Objective (1)

To understand the effect of both inflation and recession on the economy of the average family.

Original Lesson Student Outcomes (2)

Students will recognize:

1. factors that have been instrumental in bringing about the current U. S. economic situation.
2. how and why the oil crisis has affected our economy.
3. the factors that usually conteract inflation.
4. how inflation affects the average worker.
5. how recession affects the average worker.

Career Development Subgoal (3)

6.4 For the individual to understand the relationship between and within the occupational world and the economic system.

Performance Indicator(s) Objective(s) (4)

6.4 (Y) For the individual to describe the major expenses a worker's income should provide for (housing, food, clothing, health care, transportation, etc.)

6.4 (AA) For the individual to determine the average annual income and expenses of a family of four.

Career Development Student Outcomes (5)

Student will be able to:

1. list the items to be considered in a family budget.
2. develop a family budget for a family of four using the average annual income for his/her community.

Lesson Activities (6)

Activity Title:

Doing Without

Procedures:

1. Introduce the concepts of inflation and recession and how we can deal with them.
2. Show sound filmstrip "Doing Without."
3. Discuss filmstrip.
4. Discuss budgets and budget items.
5. Develop a family budget for four people.
6. Students will list steps that are to be taken or that could be taken to counteract inflation.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher evaluation of class discussion. 2. Teacher evaluation of student developed lists. 3. Teacher evaluation of student developed proposed budgets.	1st class period: Introduce lesson. 2nd class period: Show filmstrip and discuss it. 3rd class period: Discuss the budget and the individual items of the budget. 4th class period; Develop a monthly budget for a family of four. 5th class period: Develop counter-inflation lists. 6th class period: Evaluation. Check budget and developed lists for each student. Total time: Six class periods of 54 minutes each.	Sound filmstrip projector and screen **Resources (10)** Teaching Resources filmstrip "Doing Without," N. Y. Times, 1975, filmstrip, cassette; 15 minutes. (shows how energy crisis is disrupting American life style)	Arrange for sound filmstrip projector and screen. Order sound filmstrip "Doing Without."

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Mark Formsma

Subject U.S. History

Grades 11

Career Development Component Career Decision Making

Dates of Development 11/17/77

Lesson Objective (1)

To teach values clarification

Original Lesson Student Outcomes (2)

Students will be able to:

1. identify the decision that Alexander Doniphan made
2. identify the factors upon with the decision was made
3. identify how values affect decisions

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Career Development Subgoal (3)

1.2 For the individual to recognize similarities and differences between his or her interests and values and those of others.

Performance Indicator(s) Objective(s) (4)

1.2 (B) For the individual to give (three) examples of what he or she values.

Career Development Student Outcomes (5)

Given the situation viewed in the film, the student will identify which three values most determined the students decisions.

Lesson Activities (6)

Activity Title:

Alexander Doniphan's Decision

Procedures:

1. Teacher will introduce the film, "Profiles in Courage: Alexander Doniphan" students should determine during viewing (worksheet):
    a. the decisions Doniphan must make
    b. the values which influence Doniphan's decision and why
    c. how the situation conflicts with Doniphan's values.
    d. Doniphan's value priorities based on his final decision.
2. Teacher will show the film
3. Review the film - students are to relate in writing what they would have done if they were Doniphan.
4. Teacher collects and redistributes student decisions anonymously. Each student is asked to guess at the values of the decision maker.
5. Feedback guess of students' values to classmate (decision-maker).

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate each student's worksheet review of the film. Peer evaluation of student decision based on their values.	Total Time - 2 class periods of 54 min. each 1. Introduction to film 4 minutes 2. Film - 50 minutes 3. Review of film and decision activity - 54 minutes	1. Film projector 2. Screen 3. Paper and pencil 4. Film review - worksheet	Duplicate film review worksheets
		Resources (10)	
		Film: "Profiles in Courage: Alexander Doniphan," B - W, 50 minutes, Saudek Films, 689 Fifth Ave., New York, New York 10022	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Earl Robison Subject Co-op Grades 11/12/78

Career Development Component Self Awareness and Assessment Dates of Development 2/16/78

Lesson Objective (1)

To encourage co-op students to react in a "rational" manner when conflicts arise on the job.

Original Lesson Student Outcomes (2)

Students will be able to:

1. identify factors which could cause job conflicts.
2. discuss types of actions which can be taken to resolve or relieve job conflicts.

Career Development Subgoal (3)

4.2 For the individual to acquire listening, attending, responding, and initiating skills.

Performance Indicator(s)Objective(s)(4)

4.2 (P) For the individual to discuss "confrontation" and identify (two) times he or she has confronted another or has been confronted by another.

Career Development Student Outcomes(5)

1. Students will be able to discuss actual conflict situations which occured at their co-op stations which directly or indirectly involved them.

Lesson Activities (6)

Activity Title:

Job Conflict Resolution

Procedures:

*Teacher discussion with four to six co-op students, to include:

1. Conflicts which have arisen on their co-op jobs.
2. Identification of the factors which led to the conflicts.
3. Alternative actions which can be taken in conflict situation to effect satisfactory resolutions of the conflict.

*If the teacher does not feel comfortable in dealing with the topic, a guidance counselor or personnel director from a local company could be asked in as a resource person.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher's informal evaluation of small group participation. Students will discuss conflict situations which occur at their co-op stations, identify factors which could cause conflicts and discuss actions that could be taken to resolve or relieve job conflicts.	One class period of 54 minutes.		*If used, contact guidance counselor or personnel director.
		Resources (10)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Earl Robison Subject Co-op Grades 11 - 12

Career Development Component Decision Making Dates of Development 1/16/78

Lesson Objective (1)

To provide students with proper interviewing techniques.

Original Lesson Student Outcomes (2)

Students will be able to:

1. demonstrate interviewing techniques in role playing situations.
2. demonstrate, verbally, their awareness of the importance of "preparing" for a job interview.

Career Development Subgoal (3)

11.2 For the individual to acquire skill in relating factors that influence a decision to identified options.

Performance Indicator(s)Objective(s)(4)

11.2 (E) Given a specific career option, the individual can identify the work and life styles that persons pursuing that option might have.

Career Development Student Outcomes(5)

1. Students will list those preferences which make up their present or "hoped for" life styles and through class discussion determine which career options might facilitate those life styles.

Lesson Activities (6)

Activity Title:

Job Interviewing

Procedures:

1. Students and teacher will review Making the Most of Your Job Interview, New York Life Insurance Co., 51 Madison Ave., N. Y., 10010
2. In a role playing situation, students will practice interviewing techniques.
3. Class will write down their "hoped for" life styles.
4. Class discussion of the relationship between life style and occupation.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will evaluate performance of students in role playing situation and class discussion. 2. Students will demonstrate the importance of preparing for a job interview, role-play interviewing techniques and compare chosen life styles to occupations.	Total: Three class periods of 54 minutes each	--	Obtain class quantity of pamphlet Making The Most Of Your Job Interview. Order at least one month in advance.

Resources (10)
1. Pamphlet, Making the Most of Your Job Interview, New York Life Insurance Company.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain
Subject Guidance
Grades 10
Career Development Component Self Awareness and Assessment
Dates of Development 12/10/78

Lesson Objective (1)

To assist potential drop-out stay in school and graduate.

Original Lesson Student Outcomes (2)

Student will be able to:

1. list reasons why a high school education is necessary.
2. list resource people who can assist him/her stay in school.
3. write an action plan listing achievable goals for the week.
4. list where he hopes to be by the end of the year and by the end of two years.

Career Development Subgoal (3)

2.2 For the individual to establish goals to direct self development.

Performance Indicator(s) Objective(s) (4)

2.2 (H) For the individual to list personal goals and describe how these goals will result in self development.

Career Development Student Outcomes (5)

Student will be able to describe how planning can help an individual better organize his life and make goal achievement easier.

Lesson Activities (6)

Activity Title:

Helping The Potential Drop Out

Procedures:

1. Establish rapport and get student to verbalize his/her problem(s).
2. List problems--causes and effects.
3. Analyze problems and have student verbalize possible solutions.
4. Have student list goals for the week to achieve the solutions.
5. Meet with student every week to:
    a. review progress.
    b. analyze goals not met.
    c. praise goals that are met.
    d. establish goals for the next week.
6. Counselor, principal, parent conference to discuss problem(s) and methods to help student.
7. Counselor, teacher, student meeting to assist student with his/her self image. Point out all positive things student has going for him/her and that others care.
8. Provide through class credit an opportunity for the student to visit a personnel director of a company and/or State Employment Office to discuss jobs for high school drop outs.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Counselor will review the student's weekly goals during each session. 2. At the end of the counseling program, the student, with counselor assistance, will: a. develop a written plan of the goals for the year and long range goals for the next two years. b. list the resource people who can assist him stay in school. c. list reasons why a high school education is necessary.	Initial contact interview (student-counselor) - 40 minutes Teacher, student, counselor meeting - 20-30 minutes Assistant principal, parents, counselor meeting. 20-30 minutes Counselor-student sessions 20 to 50 minutes each week.	Paper - pencils Resources (10) 1. Personnel Director 2. State employment office counselor. 3. Teachers 4. Assistant Principal 5. Parents	1. Contact teachers for meeting. 2. Contact assistant principal and parents for meeting. *3. Locate a personnel director at a large company who would be willing to talk with the student. Establish time, date, and directions for meeting. 4. Locate nearest state employment office and make contact. Establish time, date, directions for meeting. *If you feel student would make these contacts, encourage him/her to do so.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain Subject Guidance Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 12/10/77

Lesson Objective (1)

To help counselees understand the use and value of interest inventories.

Original Lesson Student Outcomes (2)

Counselees will be able to:

1. list the four steps in career development.
2. describe the use of interest inventories.
3. take an interest inventory.
4. Individually review their results with the counselor for interpretation and assistance.

Career Development Subgoal (3)

1.2 For the individual to recognize similarities and differences between his or her interests and values and those of others.

Performance Indicator(s) Objective(s) (4)

1.2 (K) For the individual to explain how his or her own interests can provide added knowledge about self.

Career Development Student Outcomes (5)

Each counselee will be able to describe why an interest inventory could be a valuable tool in self awareness and career awareness.

Lesson Activities (6)

Activity Title:

Use of Interest Inventories in Career Development

Procedures:

1. Organize a small group of students out of study halls who are interested in career development.
2. During the orientation session, inform the group of the process of career development:
   a. Self awareness and assessment
   b. Career awareness and exploration
   c. Career decision making
   d. Career planning and placement.
3. Group discussion of the importance of:
   a. self awareness and assessment and its elements.
   b. interests and how they relate to occupational satisfaction.
4. Give the group an interest inventory.
5. Interpret the results of the interest inventory with each counselee and encourage them to consider other elements of self in career development (values, educational plans, academic achievement, abilities, etc.).
6. Assist students to locate resource material on interest-related careers in the Career Information Center.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Each counselee will understand the use and value of interest inventories by taking an interests inventory, interpreting the results, and describing how the inventory assisted him/her in career development.	Meet with group one class period per day for three days. Individually scheduled appointments will follow as interest inventory results become available. Total time: Four class periods of 54 minutes each.	1. Pencils 2. Interest inventories: C.O.P.S. O.V.I.S., Kuder, or Strong-Campbell.	1. Obtain interest inventories: a. Test booklets b. Scoring sheets c. Profile sheets 2. Arrange for use of Career Information Center or Library.
		Resources (10) Career Information Center or Library.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Angus MacKenzie Subject Counseling Grades 10 - 12

Career Development Component Self Awareness Dates of Development 1/25/78

Lesson Objective (1)

To help students realize and understand new perspectives and realistic personaltiy attitudes.

Original Lesson Student Outcomes (2)

The student will understand that:

1. Nobody, no matter how self-confident he appears grows up painlessly.
2. Feelings of isolation and self-doubt seem to be an inevitable part of the maturing process.
3. Youth is flexible and resilient, making change and growth infinitely possible.
4. There are areas of personality formation over which the individual has no control.
5. Human beings have a unique ability to change.
6. There are acceptable ways to express warmth.
7. There is value in the fact that we all have individual differences.

Career Development Subgoal (3)

1.1 For the individual to recognize similarities and differences among his or her physical, intellectual and emotional characteristics and those of others.

Performance Indicator(s) Objective(s) (4)

1.1 (P) For the individual to list his or her physical, intellectual and emotional characteristics that contribute to his or her uniqueness.

Career Development Student Outcomes (5)

1. Students will recognize and identify positive personality traits.
2. Students will recognize and identify negative personality traits.
3. The student will recognize through performance the need for continuous development of positive personality traits.

Lesson Activities (6)

Activity Title:

Personality and Attitude

Procedures:

1. Introduce the lesson as outlined in the filmstrip manual "Your Personality."
2. Show filmstrip.
3. Discuss filmstrip:
   a. the maturing process.
   b. flexibility of youth.
   c. personality formation.
   d. the ability to change.
   e. acceptable expression of warmth
   f. the individual
4. Discuss the difference between positive and negative personality traits.
5. Have students list negative personality traits.
6. Have students list positive personality traits.
7. Develop a master list of positive and negative personality traits on the blackboard.
8. Duplicate master list of both positive and negative personality traits.
9. Role play situations to further enhance and appraise the need for positive personality traits.
   a. negative methods of handling embarrassing situations.
   b. positive methods of handling same situations.
10. Discuss how each participant in the role play situations feels regarding the methods of handling and solving the problem situation.

Evaluation (7)

1. A formal test will be made up listing all the personality traits previously listed by the students. The students will place an "X" in front of the negative traits and a "P" in front of the positive traits.
2. Teacher evaluation of the class discussion of filmstrip and role-play situations.

Time Estimate (8)

Total time:

5 class periods of 54 minutes each--

1st class period
Introduce lesson and filmstrip

2nd class period
Show filmstrip and discuss it.

3rd class period
List positive and negative personality traits.

4th class period
Role play and discussion.

5th class period
Complete role play discussion and then evaluation.

Supplies/Equipment (9)

Sound filmstrip projector

Movie screen

Resources (10)

Filmstrip, "Your Personality," Guidance Associates, Pleasantville, N. Y., 10570

Pre-Planning Tasks (11)

Order projector

Obtain filmstrip

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Valda Pattison Subject Guidance of Girls Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development February, 1978

Lesson Objective (1)

To make girls aware of conflicts arising from variations in life styles.

Original Lesson Student Outcomes (2)

Same as "Career Development Student Outcomes"

Career Development Subgoal (3)

3.3 For the individual to understand the effect of role expectation on individual behavior.

Performance Indicator(s)Objective(s)(4)

3.3 (F) For the individual to explain why certain people feel they have a responsibility to influence him or her regarding what kind of life he or she lives.

3.3 (G) Given a situation where the girl's desired life style differs from someone's expected life style, she can describe how the conflict might be resolved.

Career Development Student Outcomes (5)

1. Girls will list people they feel have an influence on them.
2. Girls will be able to identify at least one situation in present and/or future in which their life style causes, or will cause, conflict with another person.
3. Girls will be able to identify ways to resolve these conflicts in life styles.

Lesson Activities (6)

Activity Title:

Conflicts in Life Styles

Procedures:

1. Counselor will lead group discussion:
   a. Which people feel they can or should influence us?
   b. Why do these people feel they have responsibility to comment on others' life styles?
   c. What feelings are brought up when others comment on our life styles?
2. Each girl will:
   a. think of one situation in present life or future where she is in conflict or expects her life style to be in conflict with the expectations of an individual who has some influence or sense of responsibility for her.
   b. discuss ways these conflicts may be resolved.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Counselor will observe each girl's participation in group discussion. Counselor will check each girl's list of people who influence her. Counselor will evaluate each girl's awareness of conflicts arising from different life styles.	Total time: One class period of 54 minutes.		
		Resources (10)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Valda Pattison Subject Guidance of Girls Grades 10, 11, 12

Career Development Component Self Awareness and Assessment Dates of Development December, 1977

Lesson Objective (1)

To teach concept of uniqueness to a group of high school age girls.

Original Lesson Student Outcomes (2)

Same as "Career Development Student Outcomes"

Career Development Subgoal (3)

(1.1) For the individual to recognize similarities and differences between her physical, intellectual and emotional characteristics and those of others.

Performance Indicator(s)Objective(s)(4)

1.1 (P) For the individual to list her physical, intellectual and emotional characteristics that contribute to her uniqueness.

Career Development Student Outcomes (5)

1. Girls will list factors that contribute to their uniqueness as girls.
2. Girls will identify the feelings they have about themselves which are shared by other girls of their age.
3. Girls will identify the ways they feel differently from other girls of their own age.

Lesson Activities (6)

Activity Title:

Group Discussion of One's Uniqueness as a Girl

Procedures:

1. Counselor will:
   a. briefly discuss the idea of "uniqueness."
   b. ask girls to make a list of factors (the physical, intellectual and emotional) which helps one feel unique (homework assignment for next group session).
2. During the In-Group Session, students will:
   a. share each other's lists.
   b. look for traits unique to each girl.
   c. look for traits common to all girls.
3. In follow-up discussion, include these points:
   a. What factors could have led to these traits?
   b. What factors could account for the differences among girls?
   c. What factors may modify these feelings?
   d. Why is it useful for a girl to be aware of these feelings about self?
   e. In what ways could these feelings help or hinder girls in high school, in world of work, in future roles?

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Counselor will see that students have developed lists of factors of their own uniqueness. Counselor will observe each member's participation in group discussion.	Twenty minutes explanation and discussion of "uniqueness;" then assignment to list factors which contribute to one's uniqueness. Fifty minute group session: a. discuss members' lists. b. discuss questions and points which came up in sharing lists. Total time: 70 minutes of counseling time.		
		Resources (10)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Valda Pattison Subject Guidance of Girls Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development February, 1978

Lesson Objective (1)

To help adolescent girls recognize differences between goals of adolescent girls and adult women.

Original Lesson Student Outcomes (2)

Same as "Career Development Student Outcomes"

Career Development Subgoal (3)

2.2 For the individual to establish goals to direct self-development.

Performance Indicator(s)Objective(s)(4)

2.2 (G) For the individual to analyze the nature of differences in personal goals between youth and adults.

Career Development Student Outcomes (5)

1. Girls will list at least five current goals.
2. Girls will list at least five goals they project they will have in ten years.
3. Girls will identify factors which may affect a woman's being able to carry out her goals.

Lesson Activities (6)

Activity Title:

Discussion of Present and Long Range Goals

Procedures:

In preparation for first discussion, counselor will have girls make two lists:

1. At least five current goals they have
2. Having projected themselves ten years into the future, to prepare a list of five goals they would have then.

In first discussion, counselor will:

1. Have girls discuss goals listed; both present and ten years in the future.
2. Have girls try to foresee factors which would affect their achieving their goals.

In second discussion, counselor will:

1. Invite two adult women currently working to talk to group about differences between their adolescent goals and goals they had as they grew older and about factors which changed their goals.
2. Encourage group members to question guest speakers.

In third discussion, counselor will review with girls the differences between adolescent girls and adult women's goals.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Counselor will see that students have developed lists of both present goals and possible goals ten years in future. Counselor will observe each member's participation in discussion of goals. Counselor will observe each member's participation in interview of guest speakers and follow-up discussion of differences between adolescent girls and adult women's goals.	Discussion of lists of goals - One class period of 54 minutes Interview of guest speakers - One class period of 54 minutes Discussion after interview - One class period of 54 minutes Total time: Three class periods of 54 minutes each.		Contact guest speakers and arrange for date and time.
		Resources (10)	
		Guest speakers - adult women with varied backgrounds in education and working experience (i.e., one might be college educated; one with experience in world of work directly out of high school).	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain Subject Guidance Grades 11-12

Career Development Component Career Awareness and Exploration Dates of Development 1/24/78

Lesson Objective (1)

To assist high school juniors and seniors plan for college.

Original Lesson Student Outcomes (2)

Students will be able to:

1. use a college catalog
2. describe the criteria used to select a college
3. describe the criteria colleges use to determine admission

Career Development Subgoal (3)

5.2 For the individual to recognize the variety of types and sources of education and training.

Performance Indicator(s)Objective(s)(4)

5.2 (I) For the individual to compare and contrast community colleges and university as to the types of programs offered.

Career Development Student Outcomes (5)

Each student will be able to list the major differences between community colleges, 4 year colleges, and universities.

Lesson Activities (6)

Activity Title:

College Planning

Procedures:

1. Organize a small group (5 to 15) students from study hall who are interested in college after high school.
2. Discuss common pit-falls freshmen encounter, "Am I Ready for College" (see attached)
    a. wise use of leisure time
    b. homesickness
    c. homework (high school vs. college)
3. Discuss "What Should I Expect at College" (see attached)
    a. compare and contrast high school vs. college regarding:
        1. schedule
        2. study habits
        3. social life
    b. review degree requirements (Associate, Bachelors, Masters, Specialists, Doctorate)
    c. have students compare degree requirements using college catalogs from community college, 4 yr. college, university
4. Discuss "Selecting a College" (see attached outline)
    a. compare and contrast A through G for the three types of schools.
    b. Encourage students to consult their counselor, catalogs and students attending a particular school, when deciding. Also, help them set up appointments to visit the schools.

(continued on page 2)

Evaluation (7)

1. Each student will select one community college, one 4 year college and one university and compare and contrast the major difference of each, using a catalog from each school.
2. Each student will list the criteria he/she will use to consider his/her choices of schools.

Time Estimate (8)

Total Time = 2 or 3 54 minute class periods

Supplies/Equipment (9)

1. Overhead projector
2. College planning outline
3. College planning worksheet

Resources (10)

1. College Catalogs
2. Transparency of high school transcript
3. College applications
4. Registration material for college entrance exams:
    a. A.C.T.
    b. S.A.T.
5. Post Secondary Admissions and Financial Assistance Handbook, by Michigan Department of Education, Lansing, Michigan

Pre-Planning Tasks (11)

1. Collect resource material
2. Arrange for a room to meet with students
3. Run copies of:
    a. College Planning Outli
    b. College Planning Worksheet
4. Contact admissions people and establish a date and time
5. Contact former high school students enrolled in colleg and establish time and date.

CONTINUED

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain
Subject Guidance
Grades 11-12
Career Development Component Career Awareness and Exploration
Dates of Development 1/24/78

Lesson Objective (1)

Career Development Subgoal (3)

Lesson Activities (6)

Activity Title:

College Planning (continued)

Procedures:

5. Discuss "How To Get In" college
   a. Have students examine applications from several schools.
   b. Show students an example of a high school transcript.
   c. Review entrance requirements for state colleges, community colleges and universities.
   d. Review with students college entrance exams.
      (1) achievement vs. ability
      (2) application procedures
      (3) test dates and registration deadlines

6. Discuss the community (junior) college programs. Compare and contrast the goals and schedule of a student in a transfer program with those of a student in an associate degree program.

7. Supplemental activities:
   a. Bring in admissions people as an assembly panel
   b. Host a panel of former high school graduates who are attending college to talk to the group.
   c. Have students visit colleges.

Original Lesson Student Outcomes (2)

Performance Indicator(s)Objective(s)(4)

Career Development Student Outcomes (5)

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
		Resources (10)	

COLLEGE PLANNING

I. Am I Ready For College

II. What Should I Expect at College

- A. Degree requirements
- B. Schedule
- C. Study habits
- D. Social life

III. Selecting College

- A. Private vs. public
- B. Size
- C. Cost (tuition, room and board, other fees)
- D. Major - field of interest
- E. Entrance requirements
- F. Location (distance, city vs. country)
- G. School life (fraternity & sorority, suitcase, athletics, intramurals)
- H. How do I find out about college
  - 1. Catalogs and college admissions handbook
  - 2. Counselor
  - 3. Talk to students attending that school
  - 4. Visit

IV. How Do I Get In

- A. Application (fee)
- B. Admissions
  - 1. High school record
    - a. Classes and grades
    - b. Test scores (in school and college admission)
    - c. Recommendations (teacher, counselor, principal)
    - d. Extra curricular

  - 2. Entrance exams
    - a. A.C.T. (American College Test)
    - b. S.A.T. (Scholastic Aptitude)

V. Junior College
- A. Transfer program
- B. Career programs

VI. Strong Vocational Interest Blank (compares your interest with people in various occupations to see if you would like doing that kind of work).

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COLLEGE PLANNING WORKSHEET

Students: Select a representative school for each of the following catagories, community (Junior) college, 4 year college, and university. Using that school's catalog, fill in the information requested below:

	Community College	4 year college	University
1. Name of school			
2. Location - (city)			
3. Distance - (from your home)			
4. Area (urban, suburban, rural)			
5. Enrollment - undergraduate			
6. Enrollment - graduate			
7. Does the school have the program you are interested in?			
8. Is the school private or public?			
9. Cost - for tuition			
10. Cost - room and board			
11. Admission test required			
12. Describe the admissions requirements.			
13. Are campus tours available? When?			
14. What is the phone number? (include area code)			

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain

Subject Guidance/Social Studies

Grades 11 - 12

Career Development Component Career Awareness and Exploration

Dates of Development 1/24/78

Lesson Objective (1)

To provide students the opportunity to participate in the High School Internship Program.

Original Lesson Student Outcomes (2)

Students who participate in the program will be able to:

1. list the duties of their selected government occupation.
2. describe their reaction to the experience and the program.

Career Development Subgoal (3)

6.6 For the individual to gain experience in work related roles and settings.

Performance Indicator(s)Objective(s)(4)

6.6 (E) For the individual to acquire work related experiences in a real work setting in an occupation consistent with his or her occupational goals.

Career Development Student Outcomes (5)

Students involved in the High School Internship Program will be able to compare and contrast their desire to pursue their chosen occupation before and after the program, based on their experience in the program.

Lesson Activities (6)

Activity Title:

High School Internship Program

Procedures:

1. A counselor and/or career coordinator will visit all junior social studies classes to review the High School Internship Program (see attached). Previous interns will assist and discuss:
   a. the structure of the program.
   b. the application procedure.
   c. the placement areas.
   d. the timetable.
2. Students interested in one of the occupations listed in the program will complete the application and return it to the LOVE Office (Livonia Office of Volunteer Energies).
3. Student applicants will interview for the position of their choice.
4. Once selected, the student will (see attached):
   a. participate in the program for 11 weeks and accumulate 100 hours for a high school social studies .50 credit.
   b. keep a daily log which he/she will share with the counselor/career coordinator from the high school.
   c. notify his/her social studies teacher of his/her involvement in the program and share with the class his/her experiences when requested.
   d. complete a final written evaluation of the program and the experience to the high school and the LOVE Office.
   e. serve as a resource person for others interested in the program.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Both the LOVE Office and the high school supervisor will check the participating student's: 1. daily log of hours and activities. 2. final written evaluation of the experience, which will contain: a. placement. b. supervisor's name. c. supervisor's job description. d. duties and activities of intern. e. positive aspects of the program. f. negative aspects of the program. g. how he/she feels the program could be improved. h. occupational choice prior to the internship. i. occupational choice after the internship and why.	Orientation to the program of all juniors in social studies classes, through class visits - 15 minutes per class Application to program and interviews - allow three weeks Program participation - Eleven weeks for 100 hours	1. Applications 2. Program descriptions **Resources (10)** 1. Previous interns	1. Obtain program description and application from LOVE Office. 2. Meet with social studies teachers to: a. explain program. b. set up time and date for orientation class visit by counselor and previous interns.

HIGH SCHOOL INTERNSHIP PROGRAM

This is a program which provides high school seniors an opportunity to participate in city government.

Some Goals for the High School Intern:

1. A chance to discover one's own weaknesses and strengths in a climate totally removed from the classroom.

2. Insight into the problems inherent within any governmental system.

3. To develop an ability to relate with people outside your own peer group.

STRUCTURE OF PROGRAM

The practicum internship/seminar program is co-sponsored by the Livonia Public School District, Clarenceville School District, Ladywood High School, and the City of Livonia.

The practicum internship is open to any student that has gained the status of senior. No grade requirement for entrance into the program has been established.

1. The program will be conducted over an eleven (11) week period of time.

2. The student will work 3 hrs./day, 3 days/week. One of the three days will be used for seminar sessions every other week. The rest of the time the students will spend in their assigned city departments.

3. A total of 100 hours will give the student ½ credit in Social Studies (or whatever field the individual schools designate). A minimum of 90 hours must be logged by the student in order to receive credit. Time must be made up after 10 hours of absence.

4. The students will receive a pass/fail grade for the course. A department head will have the right to request that a student be dropped from the program if consistant absence or tardiness occurs.

5. The student will be provided with a "log" sheet on which he/she will be responsible for recording hours worked and acquiring the signature of their supervisor. This information will be turned in the the LOVE Program Director at the bi-weekly seminar sessions.

6. The student will be required to submit a written evaluation to the LOVE Office prior to receiving school credit.

APPLICATION PROCEDURE

1. Fill out accompanying application. Possible placements are listed on the back of the application.

2. Return application to LOVE Office - 33233 Five Mile - PHONE: 421-2000, ext. 221
   Livonia, Mich. 48154

3. You will be called to be interviewed by the LOVE Office and by the department of your choice.

PLACEMENT AREAS FOR HIGH SCHOOL INTERN PROGRAM

A	B
Assessment Department	Engineering Division (Only Males)
City Clerk's Office	Fire Department (Only Males)
Civil Service Department	Police Department (Only Males)
16th District Court	Planning Department
Mayor's Office	Livonia Aide Crisis Center
Board of Ed. - Comm. Education	Law Department
Parks & Recreation	Community Resources

A - Placements involve learning the function of that department, clerical work, meeting with the public to some degree and performing needed work for that department.

B - Placements tend to be less clerical. The student will learn the functions of that department and will explore the particular vocation associated with that department (eg. policeman, fireman, lawyer, community worker, city planner, etc.)

TIME TABLE FOR HIGH SCHOOL INTERN PROGRAM

JULY 1 - 1977	Deadline for submitting application to LOVE Office 33233 Five Mile Road
EARLY SEPTEMBER, 1977	Interviews of students by City Department Heads
SEPTEMBER 27, 1977	Program Begins
DECEMBER 16, 1977	Program Ends

Please keep in mind that a current paying job will probably conflict with your hours as an intern. Because of past experiences, we recommend that you do not serve as an intern while employed somewhere else.

STUDENT INTERNSHIP PROGRAM

INITIAL APPLICATION

NAME ______________________________ AGE __________

ADDRESS ______________________________ PHONE __________

CITY & STATE ______________________________ ZIP __________

HOBBIES ______________________________

____

SKILLS (i.e. typing, journalism, math) ______________________________

____

WHY DID YOU PICK UP THIS APPLICATION? ______________________________

____

____

WHAT DO YOU WISH TO GET OUT OF THIS PROGRAM? ______________________________

____

____

WHAT DO YOU FEEL YOU HAVE TO CONTRIBUTE TO THIS PROGRAM? ______________________________

____

____

WHICH OF THE OPENINGS LISTED ON THE ENCLOSED MATERIAL WOULD YOU SELECT AS YOUR FIRST CHOICE? YOUR SECOND CHOICE? YOUR THIRD CHOICE?

(1) ______________________________

(2) ______________________________

(3) ______________________________

WHAT IS YOUR GRADE POINT AVERAGE? ______________________________

SCHOOL DISMISSAL TIME? ______________________________

WHAT DO YOU WANT TO DO WHEN YOU FINISH YOUR EDUCATION? ______________________________

____

____

(APPLICANT'S SIGNATURE)

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain Subject Guidance Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development 12/10/77

Lesson Objective (1)

To assist students with career awareness.

Original Lesson Student Outcomes (2)

The students will be able to:

1. describe the basic occupational information regarding their chosen career.
2. visit a career exploration site.
3. discuss his/her chosen career with a person employed in that occupation.

Career Development Subgoal (3)

6.5 For the individual to identify factors that affect job success, advancement, and mobility.

Performance Indicator(s)Objective(s)(4)

6.5 (P) Given an occupation, the individual can identify different businesses, industries, and other organizations where these occupations might be found.
6.5 (R) Given an occupation the individual is interested in, he or she will determine the opportunity for job mobility and advancement in the job.
6.5 (S) For the individual to describe the possible effects (+ & -) of job advancement on one's satisfaction.

Career Development Student Outcomes (5)

The student will be able to:

1. list places of employment for his/her chosen occupation.
2. describe the job mobility and advancement opportunities for his/her chosen occupation at two different places of employment.
3. discuss the positive and negative points of the advancement occupations.

Lesson Activities (6)

Activity Title:

Career Exploration of Chosen Occupation

Procedures:

The counselor will organize a small group (5 to 10) of students who are interested in the same occupation and provide them with the opportunity to explore that occupation.

1. Group discussion of occupational information (ie., nature of the work, training required, employment outlook, working conditions, worker characteristics, etc.).
2. Group will be encouraged to participate in an exploration of the career at two or more employment sites (pass out "Exploration Requests").
3. Counselor will lead group discussion on information to be gathered during interview of person working in their chosen occupation at exploration site. Information should include:
   a. listing of area locations (places of employment) for the occupation.
   b. listing of the advancement opportunities and the mobility of the occupation.
   c. information regarding the advancement occupations.
4. Counselor assists students arrange for exploration visits with parents permission (attached).
5. Students discuss their findings with total group.
6. Counselor collects information from counselees and completed career information sheet for their files for future reference.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Each student will describe places of employment for the occupation, advancement opportunities, and how he or she views the positive and negative aspects of the advancement occupations. 2. Counselor will collect each student's completed exploration request and placement (fact sheet) and place them in their files for future reference.	First day: Orientation to group and discussion of occupational information and explorations - 50 minutes 2nd day: Discussion of exploration questions and assistance in site location and placement for exploration - 50 minutes Two 3-hour site visits (students' own time or through counselor requested release time from school) Group discussion of findings after site visits - 50 minutes	1. "Career Exploration Request" form (attached). 2. Paper and pencil. 3. "Career Exploration Placement" form (attached). **Resources (10)** 1. "Community Resource Guide" 2. Phone book - yellow pages. 3. Career survey results. 4. List of parents by occupation.	1. Locate sites for students to visit. 2. Consult with building principal to seek permission for student excused absences for site visits.

CAREER EXPLORATION REQUEST

NAME______________________AGE________ GRADE________________

HOME PHONE____________________2ND HOUR TEACHER__________________

It is requested that arrangements be made for me to participate in a career visit in the following career area:

____

Example: Health, Manufacturing, Construction, etc.

Check One:

____Please schedule my visit for any school day.

____Please do not schedule my visit at this/these times:____________

____.

Student Signature_________________________

Date of Request __________________________

- -

PARENTAL APPROVAL

1. It is with my permission that my son/daughter has applied for a career visit.
2. The career visit may be scheduled for any appropriate school day.
3. I approve of transportation to the exploration agency as checked below:

______My son/daughter may drive

______My son/daughter may travel with a licensed driver

______I will provide transportation (any day or on days indicated below)

____

Parent Signature_______________________

Date_________________________________

- -

TEACHER OR COUNSELOR APPROVAL

_________________________has a valid interest in the occupational area noted above and should be scheduled for an exploration visit.

Teacher or Counselor Signature____________________

ADLAI E. STEVENSON HIGH SCHOOL
Livonia, Michigan

CAREER EXPLORATION PLACEMENT

NAME-__________ DATE__________ DAY__________ TIME__________ TO__________

JOB TO BE OBSERVED__________ AGENSY__________

ADDRESS__________ PHONE__________

SPECIAL DIRECTIONS__________

CONTACT PERSON__________ SIGNATURE OF CONTACT PERSON__________

IT IS YOUR RESPONSIBILITY TO NOTIFY THE CAREER EXPLORATION COORDINATOR IF YOU ARE GOING TO BE ABSENT FROM YOUR EXPLORATION FOR ANY REASON!

SUMMARY OF EXPLORATION

1. What are the specific responsibilities of an employee in this job?

2. What provisions are made for in-service training? (Seminares,formal classes, etc.)

3. What are the job benefits involved? (Salary, promotion, etc.)

4. What high school courses would most benefit a student considering this field of work?

5. What is the "outlook" for this job in the future?

6. What specific training is necessary for job entry?

7. Your reaction to the job: Favorable__________ Unfavorable__________

   Why? __________

   ____

   ____

8. Your reaction to this experience: Favorable __________ Unfavorable __________

Students Signature __________

PLEASE RETURN THIS SHEET TO THE CAREER COORDINATOR AFTER YOUR VISIT.

DCL:ls
11/10/15

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Valda Pattison **Subject** Guidance **Grades** 10 - 12

Career Development Component Career Awareness and Exploration **Dates of Development** March, 1978

Lesson Objective (1)

To learn about one's choice of job or career goal.

Original Lesson Student Outcomes (2)

Same as "Career Development Student Outcomes"

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations.

Performance Indicator(s)Objective(s)(4)

Given an occupation the student is interested in, he/she will be able to identify the nature of the work, the training necessary for employment, the job outlook, and the salary or wages earned.

Career Development Student Outcomes (5)

Students will be able to use the Career Information Center materials to learn about the job or career of their choice.

Lesson Activities (6)

Activity Title:

Learning About The Job Or Career Goal Of One's Choice

Procedures:

Students will select one job or career goal they want to explore in depth.

Counselor will take students to the school's Career Information Center and show students the various materials (Occupational Outlook Handbook, MOIS, etc.) which provide current information about jobs. Students will begin using the materials to complete assignments.

Assignment for students for next session is to find out all possible information about their selected career. This is to include job characteristics, training, salary outlook (project ten years if possible). Students are also to look through want ads in local papers to determine job demand and salary in local area.

In following session, students share information gathered. Look for any areas of surprise (low wages?) or lack of understanding.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Counselor will observe student's use of materials in Career Information Center. Counselor will see that each student has gathered information about his/her career goal. Counselor will observe each student's discussion in each session.	Use materials in Career Information Center - 1 class period of 54 minutes (longer if necessary) Discussion following information gathering - 1 class period of 54 minutes. Total time: Two class periods of 54 minutes each		Make arrangements to visit Career Information Center. If none is available, get suitable materials to bring to classroom or go to library.
		Resources (10)	
		Career Information Center or library (material include Occupational Outlook Handbook, MOIS, etc.)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Valda Pattison Subject Guidance of Girls Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development March, 1978

Lesson Objective (1)

To be aware of different types of education or training an individual might want at different ages.

Original Lesson Student Outcomes (2)

Same as "Career Development Outcomes"

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Career Development Subgoal (3)

5.1 For the individual to understand individual differences in education and training needs.

Performance Indicator(s)Objective(s)(4)

5.1 (E) For the individual to compare and contrast the kind of education and/or training people might seek at ages 10, 20, 35, 50, 60.

5.1 (F) For the individual to give (three) reasons why a person might want to pursue additional education/training after completing high school.

Career Development Student Outcomes (5)

Students will interview at least three women at different ages about training received after high school.

Students will list at least three reasons why they might want to pursue additional education and/or training after high school

Lesson Activities (6)

Activity Title:

Women In The World Of Work:
Education At Different Ages

Procedures:

Organize group of female students

Discussion:

What type of education does a person need at age 5? Age 10? Age 15?
- learn basic skills; i.e., arithmatic, reading, spelling
- become aware of world around self
- become aware of own abilities, interests
- does learning and training end at completion of high school?

Interview assignment:

Girls are to interview three women at three ages (preferably 20, 35, 55) about training and/or education they have sought since high school.
- What kind of training was received?
- Why did the woman seek training?
- How did family situation influence this?
- Where did training occur?

Discussion after interview:

Discuss results of girls' interviews. Suggested questions:
- Discuss questions mentioned above.
- Other questions might include: What problems did women encounter in returning for training? in family? in money?

Students are to develop a list of at least three reasons they might want to pursue further education or training after high school.

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Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Counselor will observe girls' participation in group discussion of role of education.	Initial discussion about role of education – One class period of 54 minutes		
Counselor will see girls have developed own lists of reasons for wanting training after high school.	Discussion of interview results and development of individual lists. – One class period of 54 minutes		
	Total time: Two class periods of 54 minutes each		
		Resources (10) Teacher may want to prepare suggested list of women to interview for assignment.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Valda Pattison Subject Guidance Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development June, 1978

Lesson Objective (1)

To explore differences in family roles.

Original Lesson Student Outcomes (2)

Same as "Career Development Student Outcomes"

Career Development Subgoal (3)

8.1 For the individual to understand the relationship between family roles and life style.

8.2 For the individual to identify the factors that influence family roles.

Performance Indicator(s)Objective(s)(4)

8.1 (M) For the individual to describe how present family roles might influence future family roles.

8.2 (F) For the individual to describe his/her alternative future family roles and list reasons for each alternative.

Career Development Student Outcomes (5)

Students will:

1. be able to identify and note family roles, observing three family groups of different ages.
2. be able to speculate as to which problems each family may face in fulfilling its family roles.
3. identify ways to deal with these problems.

Lesson Activities (6)

Activity Title:

Family Roles

Procedures:

In preparation for first discussion

1. Students will observe three families (one newly married, in twenties; own family; family in sixties or older, perhaps grandparents).
2. Students will note different family roles (ie., wife's duties and expectations; husband's duties and expectations; child's role, etc.)

First group discussion:

1. Students will discuss observations.
2. Students will list similarities and differences amont the three families as to child rearing, sharing of domestic duties, individual careers of husband and wife.
3. Students will discuss their own expectations of family roles as adults.

Second group discussion:

1. Students will list problems they might encounter in fulfilling their projected family roles; ie., wife/husband differing views concerning their family roles in relation to children and careers.
2. Students will role-play conflicts and problem solving. Class discussion will follow.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Counselor will observe each student's participation in the two discussions to determine student understanding of family roles.	Total time: Two class periods of 54 minutes each.	**Resources (10)** Neighborhood families, relatives, own family.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Valda Pattison Subject Guidance Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development March, 1978

Lesson Objective (1)

To become more aware of the cost of living.

Original Lesson Student Outcomes (2)

Same as "Career Development Student Outcomes"

Career Development Subgoal (3)

6.4 For the individual to understand the relationship between and within the occupational world and the economic system.

Performance Indicator(s)Objective(s)(4)

6.4 (X) For the individual to compare and contrast the average expenses of a) a single person; b) a married couple; c) a couple with two children.

6.4 (Y) For the individual to describe the major expenses a worker's income should provide for.

6.4 (AA) For the individual to determine the annual expenses for a family.

Career Development Student Outcomes (5)

Students will be able to:

1. complete a chart of current living costs.
2. describe a worker's major expenses.
3. list the annual expenses for a family.

Lesson Activities (6)

Activity Title:

Cost Of Living In Today's Economy

Procedures:

(Note: This lesson should follow 6.3 in which students learn about wages earned in the job of their choice.)

Discussion: In a group, discuss and list major expenses encountered by a single person, a married couple and a family of four.

Distribute chart of living expenses. Students are to complete this chart for next group session. Figures should represent current cost of living in their area of the state.

Following Session: Have students present figures on charts they've completed. Look for costs obviously too high or too low. Discussion may also focus on:

- ways to cut expenses.
- ways to eliminate costs.
- how salary expected from job will (or will not!) cover expenses.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Counselor will see that each student has completed his/her chart of living expenses. Counselor will observe each student's participation in discussion of cost of living.	Discussion of cost of living and determination of expenses - One class period of 54 minutes. Discussion of completed charts - One class period of 54 minutes. Total time: Two class periods of 54 minutes each.	Teacher-made chart of "monthly expenses" **Resources (10)** Newspapers may be used in making chart of expenses.	Duplicate "monthly expenses" chart

AMPLE CHART

	Single	Married Couple	+ two children
. MAJOR FIXED MONTHLY EXPENSES			
A. Housing - rent			
bills			
B. Food			
C. Clothing			
D. Transportation			
E. Other (list)			
	total x 12 ____ Annual	total x 12 ____ Annual	total x 12 ____ Annual

I. LIST OTHER FACTORS WHICH AFFECT HOUSEHOLD INCOME

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain Subject Guidance Counseling Grades 10-11-12

Career Development Component Career Decision Making Dates of Development 2/2/78

Lesson Objective (1)

To assist students with occupational decisions.

Original Lesson Student Outcomes (2)

Each student will be able to:

1. identify the major duties, training, entry requirements, and employment outlook of their chosen career.
2. identify at least two related occupations and identify their major duties.

Career Development Subgoal (3)

11.1 For the individual to acquire skill in developing options.

Performance Indicator(s)Objective(s)(4)

11.1 (K) Given a specific occupational choice the individual is interested in, he or she can tell where and how they learned of that choice and why they are considering it.

11.1 (M) For the individual to give one reason why it is important not to close in on a specified goal too soon.

Career Development Student Outcomes (5)

Each student will be able to:

1. list where they have obtained information about their occupational choice.
2. list their reasons for selecting their their occupational choice.
3. list one reason why they should not close in on their occupational goal too soon.

Lesson Activities (6)

Activity Title:

Occupational Planning

Procedures:

1. Organize a group of students interested in the same or similar occupational choice.
2. Group discussion of the occupational information related to their choice. Group will research infomation not known in Career Information Center or library:
   a. Duties performed
   b. Training and entry requirements
   c. Employment outlook
   d. Working conditions
   e. Salary or wages
3. Each person in the group will be asked to list and discuss where and how they have obtained information about their occupational choice. If not all means are mentioned, counselor will add sources he or she is aware of.
4. Each student in the group is then asked to list why they have chosen that occupation and discuss their reasons with the rest of the group.
5. The group is then asked to discuss related occupations; duties, training, etc. Counselor should provide cluster charts and/or a listing of related occupations where appropriate. Students can research this information in the school's Career Information Center or library.
6. Group discussion of why students should consider many related careers to their choice and not close in too soon on one specific career.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Each student will demonstrate his/her knowledge of his/her chosen occupation, at least two related occupations, and the sources of occupational information. Each student will describe why he/she chose his/her occupation and list reasons why everyone should not close in on an occupational goal too soon.	Total time: Three class periods of 54 minutes. (This time will depend on the amount of research time needed, if any. Increase by one day if speaker and/or film is used.)		1. Arrange with librarian in charge of the Career Information Center to bring the group in to research occupational information. 2. Arrange for speaker two weeks in advance, if used. 3. Order film a month in advance if used.
		Resources (10) 1. Career Information Center. 2. Occupational cluster charts. 3. Speaker in occupation of students' choice (optional). 4. Career Awareness film on occupational areas of students choice (optional). 5. Career Information Center or library.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain Subject Guidance Grades 10 - 12

Career Development Component Career Decision Making Dates of Development 1/26/78

Lesson Objective (1)

To assist students develop good study habits.

Original Lesson Student Outcomes (2)

Each student will be able to:

1. list and describe the components of good study habits.
2. list personal goals for each week and for the semester.
3. describe the OK3R method of reading and studying.
4. develop a weekly time schedule chart of activities he/she is involved in and establish an adequate amount of time for studying.

Career Development Subgoal (3)

11.4 For the individual to acquire skill in stating and implementing a plan of action.

Performance Indicator(s)Objective(s)(4)

11.4 (D) Given a specific goal the individual is interested in, he or she can describe a plan to modify personal characteristics in order to facilitate attaining the goal; the individual can then implement, monitor, and evaluate the plan.

Career Development Student Outcomes (5)

Students interested in developing good study habits will implement, monitor, and evaluate their plan of action.

Lesson Activities (6)

Activity Title:

How To Study!

Procedures:

1. Organize a group of students based on their desire to increase their ability to study effectively, or assist a teacher in working with a class, to discuss the techniques of good study habits.
2. Give every student a copy of handout "How To Study" (see attached).
3. Group/class discussion of components of good study habits:
    - a. What are habits?
    - b. What is motivation?
    - c. What is goal setting?
    - d. Where to study?
    - e. Study for how long?
4. Counselor describes OK3R method of reading and studying, followed by discussion.
5. Counselor describes use of time schedule:
    - a. Example of high school student's schedule.
    - b. Example of college freshman's schedule.
6. Students will list their activities for the week and the number of hours involvement (class time, meals, transportation, study time, recreation, meetings, work) and plot these times on the chart.
7. Students will meet in small groups (3 to 5) to discuss each others' chart and its appropriateness. They will re-evaluate their charts if necessary.
8. Students will meet once a week for four weeks to seminar on progress in developing good study habits.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Counselor will check to see that each student: 1. understands the OK3R metho of studying and reading through group discussion. 2. completes a list of the components of good study habits. 3. completes a list of activities and the time involved for a week. 4. Completes a time schedule chart--allowing enough time to meet his/her studying needs. 5. actively participates in the weekly seminars.	Orientation to good study habits - One class period of 54 minutes Listing of weekly activities, and small groups to discuss each other's charts. One class period of 54 minutes. Four weekly seminars of 20 to 30 minutes each.	1. "How to Study" sheets. 2. Overhead or opaque projector. 3. Sample chart transparencies. a. High school student c. College student	1. Print up enough "How To Study" sheets. 2. Arrange for either the overhead or opaque projector. 3. Develop sample charts and make transparencies.

Resources (10)
How to Study by Joseph E. Barber, Ed.D., Chronicle Guidance Profession Service, SE 3/70-71/P$_2$, Chronicle Guidance Publications, Inc., Moravia, New York 13118.

ADLAI E. STEVENSON HIGH SCHOOL
Guidance Department

TO: Students

FROM: Mr. Laurain, Counselor

HOW TO STUDY!

1. Studying requires a definite set of skills which must be understood, developed and practiced.

2. Components of good study habits are: good motivation, organization of work, budgeting time, good attendance in class, concentration - listening - reading of text.

    a. Motivation: the urge to learn (aim high - establish goals).
    b. Place to study: should be free from distractions - have good lighting - you should sit upright, not lie down.
    c. Concentrated study time: should not exceed 45 to 50 minutes at a time, then take a 10 minute break.

3. How to Study - OK3R
    O-Overview: survey the entire assignment.
    K-Key Ideas: What are the main points the author wants you to know?
    R-Read: the entire assignment.
    R-Recite: to yourself all about the lesson, as you read it; also, underline or take notes.
    R-Review: the entire assignment. Read the topic sentences and recall what you know. Do this in your mind or write it out on paper (or both). You may have someone ask you questions. Re-study if not sure.

4. Establish a Time Schedule (weekly or semester).

Time Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:45 to 8:45 a.m.							
8:45 to 9:45 a.m.							
9:45 to 10:45 a.m.							
10:45 to 11:45 a.m.							
11:45 to 1:15 p.m.							
1:15 to 2:15 p.m.							
2:15 to 3:00 p.m.							
3:00 to 4:00 p.m.							
4:00 to 5:00 p.m.							
5:00 to 6:00 p.m.							
6:00 to 7:00 p.m.							
7:00 to 8:00 p.m.							
8:00 to 9:00 p.m.							
9:00 to 10:00 p.m.							

BLOCK OFF EVERYTHING: CLASS TIME, MEALS, STUDY TIME, RECREATION, WORK. If time schedule listed is not appropriate, select your own.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain
Subject Guidance
Grades 10-12
Career Development Component Career Decision Making
Dates of Development 1/27/78

Lesson Objective (1)

To assist students in acquiring the knowledge and techniques of test taking.

Original Lesson Student Outcomes (2)

Students will be able to:

1. describe the techniques used to prepare for tests.
2. describe the techniques used in taking tests.
3. describe how you can learn from tests.

Career Development Subgoal (3)

11.4 For the individual to acquire skill in stating and implementing a plan of action.

Performance Indicator(s)Objective(s)(4)

11.4 (D) Given a specific goal the individual is interested in he or she can describe a plan to modify personal characteristics in order to facilitate attaining that goal; the individual can then implement, monitor, and evaluate the plan.

Career Development Student Outcomes (5)

1. Students will be able to plan a schedule for studying for an upcoming test (listing time, date and activities).
2. Students will be able to compare their pre-test plan with their actual schedule to see if:
   a. They met their pre-test goals
   b. Time allotments were sufficient
   c. The organization of study time helped them prepare for the test.

Lesson Activities (6)

Activity Title:

Test Taking

Procedures:

1. Organize a small group of students (8-12) who are interested in increasing their ability to prepare for and take tests.
2. Counselor reviews outline sheet "Test Taking" (see attached) with students and inhibits group discussion.
3. Students are asked to identify an upcoming test and using the outline "Test Taking" establish a plan of action and time schedule to prepare for the test. Students will include:
   a. when (day, date, time)
   b. where (exact location, under what conditions)
   c. how long (amount of time)
   d. resources (notes, quizes, text, worksheets,etc
   e. how (alone, with friends, review with whom)
4. On their own, each student will put their plan into action, prepare for and take the test.
5. Students will be called back together to:
   a. Assess the effectiveness of each of their plans.
   b. Discuss the effectiveness of the techniques outlined in the handout "Test Taking".
   c. Outline another plan of action for another upcoming test.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Each student will demonstrate the ability to plan and prepare for a test.	1. Orientation and preparation for first test - 54 minutes 2. Follow up - evaluate first test and prepare for second. 54 minutes Total Time - 2- 54 min. periods	1. Handout "Test Taking" (see attached)	1. Duplicate copies of "Test Taking"
		Resources (10)	
		None	

TEST TAKING

A. Prepare For Tests

1. Study in short sessions - 30 minutes each night, several days before the test. Don't wait until the last minute.
2. Study first by yourself, then review with parents or friends.
3. Don't memorize - try to understand the material. Organize the work and write an outline.
4. Be alert - get plenty of sleep and proper food.
5. Don't worry - worrying can cause you to do poorly.
6. Just before the test, don't quick review. This will only confuse you. It is more important to have your mind at ease.
7. Take what you need: paper, pencil, ruler, books, eraser, etc.

B. Taking the Test

1. Look at the entire exam before starting to answer. Then answer the easy questions first and leave the difficult ones for last.
2. On Multiple Choice questions, eliminate the obviously wrong answers before deciding on the correct one.
3. On Essay questions, jot down the facts on scrap paper and then write your essay around these facts.
4. Don't try to fake an answer with a lot of empty words. Give the facts you know, that may be enough.
5. If your mind goes blank during a test, stop and take a 30 second break. Think about anything except the test. When you feel better continue.

C. After The Test

1. Forget the test until you get your paper back. Don't try to figure your mark.
2. When your test is returned, review your weak areas - this is where you learn from tests.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Valda Pattison Subject Guidance Grades 10 - 12

Career Development Component Career Decision Making Dates of Development June, 1978

Lesson Objective (1)

To make students aware of testing instruments available in decision making.

Original Lesson Student Outcomes (2)

Same as "Career Development Student Outcomes"

Career Development Subgoal (3)

11.2 For the individual to acquire skill in relating factors that influence a decision to identified options.

Performance Indicator(s) Objective(s) (4)

11.2 (H) For the individual to explain how the results of each of the following may be used in formulating career goals; interest inventories, achievement tests, performance records, and standardized ability tests.

Career Development Student Outcomes (5)

Given the results of standardized achievement and ability tests and interest inventories, the student will be able to use this information to determine career goals.

Lesson Activities (6)

Activity Title:

Learning About Oneself Through Tests and Inventories

Procedures:

The counselor will:

1. explain the types of testing instruments and interest inventories available to students and explain their purposes.
2. With each student, the counselor will review any such tests and/or inventories taken in the past and encourage students to take an interest inventory if they have never done so.
3. From the results of these individual conferences, students will develop a profile sheet which lists their skills, aptitudes, achievements and interests.
4. Counselor will lead group discussion of students' feelings and/or experiences regarding conclusions they've drawn from their profiles.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Counselor will check each student's completed profile of skills, aptitude, and interests.	Explanation of standardized tests and/or interest inventories - 1 class period of 54 minutes Individual counselor/student appointment - 1 class period of 54 minutes. Group discussion - 1 class period of 54 minutes Total time: 3 class periods of 54 minutes	Testing instruments and interest inventories (OVIS, Kuder, COPS, Strong-Campbell) **Resources (10)** Students' School Records	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Valda Pattison
Subject Guidance
Grades 10 - 12
Career Development Component Career Decision Making
Dates of Development June, 1978

Lesson Objective (1)

To learn if one's career goals are consistent with one's aptitude and interests.

Original Lesson Student Outcomes (2)

Same as "Career Development Student Outcomes"

Career Development Subgoal (3)

12.1 For the individual to identify and evaluate educational options in terms of self assessment.

Performance Indicator(s)Objective(s)(4)

12.1 (D) Given a specific education or preparation option, the individual can determine whether he/she has the abilities, interests, etc., to pursue that option.

Career Development Student Outcomes (5)

Students will be able to:

1. develop a chart showing how their interests and aptitudes are or are not compatible with their job or career choice.
2. list ways to deal with areas where interest or aptitude do not seem compatible with job choice.

Lesson Activities (6)

Activity Title:

Matching Career Goals With Interests and Aptitudes

Procedures:

1. During first group meeting, counselor will have students develop a chart showing:
    a. areas in which their job or career goal seems compatible with their aptitude and interests (i.e., veterinary medicine and a high interest in animals).
    b. areas in which their job or career goal does not seem compatible with their aptitude and interests (i.e., interest in veterinary medicine and low aptitude in science).
2. During follow-up group meeting, counselor will discuss areas where there is little compatibility and look for ways to deal with this lack of compatibility (i.e., further study, tutoring, etc.)

<table>
<tr><th>Evaluation (7)</th><th>Time Estimate (8)</th><th>Supplies/Equipment (9)</th><th rowspan="2">Pre-Planning Tasks (11)</th></tr>
<tr><td rowspan="3">Counselor will check each student's chart, comparing his/her achievements, aptitude and interests.
Counselor will check each student's list of ways to deal with areas where there is little compatility between job goal and/or interest or aptitude.
Counselor will observe each student's participation in group discussion.</td><td rowspan="3">Explanation and development of chart - One class period of 54 minutes.
Discussion of completed charts and ways to deal with incompatible areas- One class period of 54 minutes.
Total time: Two class periods of 54 minutes each.</td><td></td></tr>
<tr><th>Resources (10)</th><td></td></tr>
<tr><td>If possible, teacher or counselor may bring in a guest speaker who has pursued a career which at one time seemed unlikely because of an incompatibility in achievement or skill.
This speaker may discuss ways he/she overcame problems in achieving career goal.</td><td></td></tr>
</table>

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain Subject Guidance and Counseling Grades 11-12

Career Development Component Career Planning and Placement Dates of Development 4/8/78

Lesson Objective (1)

To help students plan for the future.

Original Lesson Student Outcomes (2)

Students will be able to:

1. identify the occupational information of their career choice.
2. identify the training sites in the state where they can prepare for their choosen career.
3. visit the training sites.

Career Development Subgoal (3)

13.2 For the individual to identify and investigate prerequisites for reaching goals.

Performance Indicator(s)Objective(s)(4)

13.2 (G) Given a specific goal, the individual can identify the prerequisites for attaining that goal.

Career Development Student Outcomes (5)

Given a specific occupational goal, each student will be able to list the prerequisites and steps necessary to reach that goal.

Lesson Activities (6)

Activity Title:

Future Planning

Procedures:

1. Organize a group of students with similar future occupational interests.
2. Indicate that the purpose of the group it to help them plan for the future by obtaining information they need to reach their career goals.
3. Group discussion and research of the occupational information of their career choice (job duties, training, employment outlook, wage or salary, work setting, etc.)
4. Students will research and list all the available training sites (colleges, junior colleges, vocational schools) within the state and within other states if desired). Each list will contain the name of the school, it's location, entry requirements, size, cost (tuition, room and board), and a description of the program.
5. Group discussion of the findings and of the steps the students should take to reach their career goals.
6. Students will be encouraged to visit several schools of their choice. Emphasis should be placed on visiting several schools rather than just their first choice. Counselor should assist students to make contacts and establish visitation dates.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Each member of the group will list the steps necessary to reach their career goals, (i.e. completing certain required courses, arranging for, taking and doing well on the entrance examination, completing the application procedure, doing well in school to meet the entrance requirements, etc.).	Total time - 3 class periods of 54 minutes each.	Copies of the training site information chart.	1. Arrange with the librarian in charge of the career information center to bring the group in to research the occupational information and post-high school training school information for their chosen occupation. 2. Prepare the training site information chart.
		Resources (10)	
		Occupational information available in the Career Information Center of the school: 1. V.I.E.W. material 2. D.O.T. vertical files 3. Occupational books 4. Occupational Outlook Handbook 5. Encyclopedia of Careers 6. College catalogs 7. Vocational school catalogs 8. College Admissions and Financials Aids Handbook for the state.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain Subject Guidance Grades 11-12

Career Development Component Career Planning and Placement Dates of Development 1/27/78

Lesson Objective (1)

To familiarize students with the techniques involved in getting a job.

Original Lesson Student Outcomes (2)

1. Students will be able to interview a prospective employer and fill out an employment survey.
2. As indicated from the local area employment survey, each student will be able to:
    a. rank order the seven (7) interview skills needed to get a job.
    b. rank order the seven (7) skills needed to keep and get promoted on the job.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.2 (F) For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals. For the individual to identify (three) personal characteristics which would be of value to a potential employer.

Career Development Student Outcomes (5)

As indicated from a local area employment survey, each student will be able to list the most important personal characteristics an applicant should possess to be hired.

Lesson Activities (6)

Activity Title:
Employment Skills Survey

Procedures:

1. Counselor acts as a resource person to a vocational class regarding employability skills.
2. Students are trained in interviewing techniques (hand shake, eye contact, positiveness, politeness, etc.).
    a. Teacher and counselor demonstrate technique through role playing.
    b. In groups of 2, students interview and critique each other through role-playing.
3. Each student is given a blank copy of an employment survey and is asked to interview 2 people in management (parent, relative, neighbor).
4. Students conduct interviews and complete survey.
5. Results of student surveys are compared with the results of the "Livonia Area Employer Survey" (see attached).

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will quiz students on the results of the survey. 1. List the most important personal traits an applicant should possess to be hired. 2. Rank order the 7 skills a person needs to keep and get promoted on a job. 3. Rank order the 7 interview skills needed to get a job.	1. Orientation to interviewing and survey - one - 54 minute class period 2. Students interview for survey - on their own over 1 week period 3. Compile results - 30 minutes 4. Review results of Industry/Education Council's Survey and student's survey- one - 54 minute class period	1. Blank surveys 2. Printed results of Industry/Education Councils Report of Livonia Area Employment Survey (see attached) **Resources (10)** 1. Parents 2. Relatives 3. Neighbors 4. Friends 5. Counselor	1. Obtain copies of results of survey and make copies for students. 2. Develop blank copies of survey.

JOB OPPORTUNITIES
AND
EMPLOYABILITY CHARACTERISTICS
NEEDED TO GET A JOB

Report of Livonia
Area Employer Survey

INTRODUCTION

The Livonia Industry Educational Council has recently completed a survey of area employers.

One hundred forty six employers were asked to provide information regarding number of employees, number of people hired annually, number and type of jobs open and percent of jobs to be filled by entry level employees, technicians or professional people.

Size of Business Surveyed

Number of Employees		Number surveyed
Less than 10		49
Between 11-50		51
51 - 100		20
Over 100		26
	TOTAL	146

ANNUAL JOB OPPORTUNITIES IN THE LIVONIA AREA

The survey indicated 3 out of 4 job openings are for entry level positions. Nearly 80% of these entry level positions are full-time employment and are paid on an hourly basis.

ADVERTISING JOB OPENINGS

Numerous methods are used by Livonia business and industry to secure people for available positions. The employers use the following means:

Method	**Percent Used**
Word of Mouth	18.8
Public Employment Agencies	11.0
Private Employment Agencies	7.1
Newspapers	26.5
Secondary School Counselors/Placement Services	14.7
Community College Counselors/Placement Services	11.0
University Counselors/Placement Services	5.7
Other	5.2
	100.0

HIRING ONE APPLICANT OVER ANOTHER

Many people are somewhat equal in regard to personal characteristics. An employer will use numerous techniques to determine the best qualified applicant. The Livonia area business and industrial employers identified the following traits as the most important when reaching a final decision on which applicant to hire:

1. Dependability
2. Follow directions
3. Safe working habits
4. Ability to get along with peers
5. Verbal communications
6. Ability to take on responsibility
7. Ability to get along with supervisors

SKILLS NEEDED TO KEEP AND GET PROMOTED ON THE JOB

Frequently employees do no know what skills are important to keep and get promoted on the job. Employers were asked what traits were most important in keeping an employee or promoting the individual. Employers rated the traits as follows:

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1. Being dependable
2. Ability to do the job well
3. Ability to follow directions
4. Taking initiative to accept responsibility
5. Ability to communicate ideas with others
6. Ability to get along with supervisors
7. Ability to get along with peer employees

OTHER SKILLS NEEDED TO GET A JOB

Employers were asked to rate other traits that may be important when making a final decision to hire an applicant.

1. Appearing in a well-groomed manner during the interview
2. Performance during the interview
3. Ability to fill out the application form
4. Results of the employment test
5. Ability to follow up the interview
6. Ability to write a letter requesting an interview
7. Presenting a neat, readable resume

INTERVIEWING/DECISION PROCESS

A number of different people are responsible for the interviewing of potential employees in the Livonia area. The final decision is made by the individual listed below. The category "other" includes: shop supervisor, president, vice-president, sales supervisor, district manager, superintendent.

Person Making Decision	Percent
Manager	38
Owner/Operator	24
Other	23
Personnel Manager	15
	100

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Dennis Laurain Subject Guidance and Counseling Grades 11-12

Career Development Component Career Planning and Placement Dates of Development 4/8/78

Lesson Objective (1)

To acquaint vocational or technical students with post-high school training options

Original Lesson Student Outcomes (2)

Same as "Career Development Student Outcomes."

Career Development Subgoal (3)

14.1 For the individual to identify and acquire information and skills necessary to gain further education and training related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.1 (K) For the individual to compare and contrast vocational or technical programs and apprenticeships in terms of where the preparation occurs, what it involves, and how long it takes to complete.

Career Development Student Outcomes (5)

1. Students will be able to list the major differences between apprenticeship training programs.
2. Students will be able to distinquish between the length and type of training and where the training occurs.

Lesson Activities (6)

Activity Title:

Post High School Training Options

Procedures:

1. Counselor is guest speaker in a vocational or technical class.
2. Counselor distinquishes between the two phases of junior college,transfer and degree.
   a. Degree - skill training in one area
   b. Transfer - academic preparation to continue bachelor degree at 4 yr. college or university.
3. Counselor - using an overhead projector, shows the class two examples of junior college degree programs and one example of the adademic program of a transfer student.
4. Counselor uses VIEW material - microfiche projected onto a screen - to describe apprenticeship training:
   a. What is meant by the term, apprentice, journeyman, master ?
   b. Where the training occurs - how much classroom - how much on the job.
   c. Type of classroom courses.
   d. Length of training program.
   e. Occupations that have apprenticeships
5. Counselor will use an overhead projector to show an example of an apprenticeship training program.
6. Class discussion, questions and answers.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Each student will identify and list the major differences between junior college transfer, junior college degree and apprenticeship training programs.	Total time of presentation - 1½ to 2 class periods	1. Overhead projector 2. Transparencies of: a. 2 junior college degree programs b. 1 bachelors degree program c. apprenticeship training program 3. Microfiche reader - projector 4. Apprenticeship training VIEW microfiche (If michrofiche reader and VIEW microfiche are unavailable, material regarding apprenticeship training could be duplicated as a handout.)	1. Reserve microfiche reader - projector 2. Reserve overhead projector 3. Make transparencies 4. Obtain VIEW microfiche on apprenticeship training
		Resources (10)	
		College Catalogs	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Gerald Goode
Subject Guidance
Grades 10 - 12
Career Development Component Career Planning and Placement
Dates of Development 2/2/78

Lesson Objective (1)

To have students plan and chart their progress in planning their career goals.

Original Lesson Student Outcomes (2)

Students will be able to list factors they feel are personally important to them on a job.

Career Development Subgoal (3)

16.2 For the individual to periodically assess progress on his or her her career plans.

Performance Indicator(s)Objective(s)(4)

16.2 (G) For the individual to explain how each of the following can help a person monitor his or her progress in accomplishing designated tasks: checkpoints, incentives, contingency plans.

Career Development Student Outcomes (5)

Students will be able to:

1. make a tentative list of job factors they feel should be present in their future occupation.
2. list the time sequence of promotions and responsibilities.
3. list alternate directions to take if original goals are not met.

Lesson Activities (6)

Activity Title:

Chart, Plot and Assess Career Plans

Procedures:

1. Counselor will organize a group of senior students, who have made tentative career choices, to meet to evaluate their plans and goals.
2. Counselor will ask students to:
   a. state their career choice.
   b. describe the plan of action they have established to achieve that ultimate goal.
   c. describe their assessment of their plan (accomplishments to date, perceived accomplishments).
3. Guest speaker: personnel director to talk on promotion within his or her company, using a real or hypothetical example:
   a. Time intervals between promotion.
   b. Relocation.
   c. Financial advantage.
   d. Responsibilities.
4. Group discussion of pamphlets related to job satisfiers and speaker's presentation.
5. Students re-assess their career goals and list possible alternatives.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Counselor will ask each student to develop: 1. a personal profile of himself relative to career progress. 2. write a rank order list of factors affecting career planning and placement relative to check points, incentives, and contingency plans.	Introduction - One class period of 54 minutes Speaker - One class period of 54 minutes Discussion of pamphlets, speaker, and ideas brought out in class - One class period of 54 minutes Total time: Three class periods of 54 minutes each.	Pamphlets related to job satisfiers.	1. Secure the necessary literature (pamphlets). 2. Arrange for speaker. 3. Prepare introduction and discussions direction.
		Resources (10)	
		Speaker - personnel director from community company.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Margaret Mills Subject Media - Specialist Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development 2/1/78

Lesson Objective (1)

To teach students how to save reading time by skimming.

Original Lesson Student Outcomes (2)

The students will be able to extract the essence of an article without reading all of it.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations.

Performance Indicator(s)Objective(s)(4)

6.3 (BB) Given an occupation, the individual can compare and contrast different work settings for that occupation.

Career Development Student Outcomes (5)

The student will become familiar with the type of material available in the Occupational Outlook Handbook.

Lesson Activities (6)

Activity Title:

Skimming

Procedures:

Media Specialist will:

1. select a career description from the Occupational Outlook Handbook and prepare copies for the class.
2. distribute copies to students, instructing them not to read it.
3. describe the benefits and techniques of skimming.
4. instruct students to skim the article and look for the answers to specific questions; ie.,
   a. In this profession is a college education necessary?
   b. List the various work settings for this occupation.
5. suggest key words to students and collect key words from them after the questions are answered.
6. discuss answers to questions.
7. discuss related careers in which ability to skim material might be important (law clerk, historian).

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher will evaluate student answer sheets. 2. Through discussion, the teacher will evaluate the class's skill in skimming.	Total time: One class period of 54 minutes.	Copies of career description	1. Select and prepare copies of one career information section from the Occupation Outlook Handbook; (i.e., psychologist). 2. Review the basic techniques of skimming in preparation for lesson. 3. Prepare questions for student responses. 4. Make a list of careers for which the skill of skimming would be valuable.
		Resources (10)	
		Occupation Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office, Washington D. C. 20402	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Margaret Mills Subject Media Specialist Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development 1/12/78

Lesson Objective (1)

To create student interest in reading and increase student awareness of the need for preservation of the environment.

Original Lesson Student Outcomes (2)

Students will be able to check out and read the display material on the environment and related occupations.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations.

Performance Indicator(s)Objective(s)(4)

Given an occupation the individual is interested in, he or she will be able to describe the work setting and duties of that occupation.

Career Development Student Outcomes (5)

Students will be able to describe the work setting and duties of the environmental career of their choice after reading the display material.

Lesson Activities (6)

Activity Title:

Environmental Display

Procedures:

1. Media specialist will:
    a. collect materials related to the environment and related careers.
    b. arrange display of reading material.
    c. arrange a picture display of examples of unspoiled environmental areas contrasted with examples of polluted, congested areas.
2. Students will view the display and be encouraged to check out and read the materials related to environmental careers and environmental protection.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Media Specialist will observe the student use and check out of the display materials.	Materials will be on display for two weeks.	1. Books 2. Pamphlets 3. Pictures 4. Display rack	Select materials at various reading levels on the environment; ie.: Conservation of wildlife and natural resources Noise pollution Solid waste & litter Urban decay Nuclear energy Land reclamation Pesticides & toxic substances and environmental careers in: Oceanography Chemical engineering Soil conservation Urban planning Toxicology Biology Entomology Forestry Park ranger Landfill equipment Wildlife specialties
		Resources (10)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN
(E.M.I.)

Teacher's Name Al Pearson

Subject Special Education (English)

Grades 10 - 12

Career Development Component Self Awareness and Assessment

Dates of Development 11/22/77

Lesson Objective (1)

To develop in students an ability to understand, recognize and spell survival safety words.

Original Lesson Student Outcomes (2)

Student will be able to:

1. recognize safety words.
2. understand safety words by giving verbal examples.
3. spell safety words to the best of their ability.

Career Development Subgoal (3)

3.1 For the individual to understand the difference between individual and group roles.

Performance Indicator(s)Objective(s)(4)

3.1 (J) For the individual to compare the rights of the individual to the rights of the group.

Career Development Student Outcomes (5)

Students will become aware that:

1. his/her ability to recognize safety words has a relationship not only to his own safety but to the safety of others.
2. their knowledge of safety words will determine their being able to get and keep a job.

Lesson Activities (6)

Activity Title:

Vocabulary for Safety

Procedures:

1. Students will:
   a. write safety words.
   b. study safety words.
   c. find examples of safety words in pictures.
   d. give examples of safety words verbally.
   e. discuss areas of occupations where these words would be used.
   f. take a spelling test on words.
2. Class will discuss the effect their safety on the job has on their fellow workers.
3. Class will discuss safe practices in relation to job procurement and retention.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate students: 1. verbal explanation of words. 2. spelling test. 3. participation in class discussion.	Fifteen minutes a day for one week - work on safety words. One class period to discuss safety on the job.	A list of Safety Survival Words compiled from daily living experiences.	Teacher will compile an ongoing list of safety words.
		Resources (10)	
		"Reading for Safety Survival" list prepared by teacher.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Al Pearson Subject Special Education (E.M.I.) Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development 12/15/77

Lesson Objective (1)

To familiarize students with their city (Livonia) through use of a city map.

Original Lesson Student Outcomes (2)

Students will be able to:

1. locate"points of interest"on a city map.
2. give "directions" to reach "points of interest" using the best route.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations (e.g., major duties, entry requirements, income, working conditions, job market, etc.).

Performance Indicator(s)Objective(s)(4)

6.3 (BB) Given an occupation, the individual can compare and contrast (three) different work settings for that occupation.

Career Development Student Outcomes (5)

Students will be able to:

1. locate various types of food establishments on a map.
2. compare and contract three different work settings for cooks in their city (Livonia); ie, fast food, hospital, retaurant, etc.)

Lesson Activities (6)

Activity Title:

Map Reading and Utilization

Procedures:

1. Teacher will demonstrate "map reading"
2. Students will use maps to locate "points of interest."
3. Students will go out into community and relate map locations to actual places.
4. Students and teacher will use yellow pages to locate food establishments and place location on maps to be used in future "job hunting" by E.M.I. commercial foods students.
5. Class will discuss the different types of food establishments located in the city.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate students' knowledge of map reading through student participation in the activities and through the map produced by the class.	Map reading demonstration One class period of 54 minutes. Community field trip - Two class periods of 54 minutes each. Map development of food places - Three class periods of 54 minutes each. Class discussion - One class period of 54 minutes Total time: Seven class periods of 54 minutes each.	1. Map of City of Livonia. 2. Yellow Pages Directory (3 copies) 3. Pencils and paper.	Obtain copies of city map and Yellow Pages.

Resources (10)

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Albert Pearson Subject Special Education (E.M.I.) Grades 10-12

Career Development Component Career Decision Making Dates of Development 1/2/78

Lesson Objective (1)

To develop student awareness of the proper methods of terminating a job.

Original Lesson Student Outcomes (2)

The student will develop an understanding of the positive and negative ways to terminate a job.

Career Development Subgoal (3)

11.4 For the individual to acquire skill in stating and implementing a plan of action.

Performance Indicator(s)Objective(s)(4)

Given one aspect of his or her job the student finds dissatisfying, he or she can develop a plan to facilitate changing that job.

Career Development Student Outcomes(5)

The student will be able to develop a plan to properly terminate a job.

Lesson Activities (6)

Activity Title:

"Playing it Cool"

Procedures:

1. Teacher and students will take turns reading the article "Playing It Cool Pays Off," from _You and Your World_, weekly student periodical.
2. Class will discuss the main character in the article:
    a. The nature of his job.
    b. His personal conflict with his job.
    c. His solution to his conflict.
3. Teacher will lead a class discussion on how to terminate a job.
4. Teacher and students will role play job termination situations (teacher assuming role of employee; students assuming employer role):
    a. Teacher role-plays negative job termination (quitting in anger, telling boss "off", ceasing to be productive, etc.).
    b. Teacher role-plays positive termination (advance notice, being polite, etc.).
5. Class will discuss students' reaction to employee's methods of termination.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will subjectively evaluate students' knowledge of how to properly terminate a job through the students' discussion in class.	Total time: One class period of 54 minutes. (In order for students to understand the proper methods for job termination, this activity should be repeated throughout the semester using different situation examples.)	None	Obtain Resources
		Resources (10)	
		1. You and Your World Weekly Periodical, March 15, 1978; Xerox Educational Publications, 245 Long Hill Road, Middleton, CT, 06457. 2. A Guide to Employment, published by Wayne County Intermediate School District, Project APPLY, 33500 Van Born Road, Wayne, Michigan 48184	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Albert Pearson Subject Special Education (E.M.I.) Grades 10 - 12

Career Development Component Career Planning and Placement Dates of Development 1/18/78

Lesson Objective (1)

How to use and maintain a checkbook

Original Lesson Student Outcomes (2)

Students will:

1. demonstrate a knowledge of checkbook procedure.
2. write checks properly.
3. maintain checkbook balance.

Career Development Subgoal (3)

10.2 For the individual to identify factors that influence decision making.

Performance Indicator(s)Objective(s)(4)

10.2 (B) Given a decision the individual has made, he or she will list the factors that influenced that decision.

Career Development Student Outcomes (5)

1. Students will discuss (in class) the rational for their money making and spending decisions.

Lesson Activities (6)

Activity Title:

Checkbook Activities

Procedures:

1. Teacher will show class checks and checkbook and explain proper use of same.
2. Students will write out practice checks.
3. Teacher will demonstrate checkbook balancing techniques. (Each student is given a checkbook and a balance to practice with.)
4. Students practice maintaining a checkbook balance by "buying" items that teacher suggests; "paying" utility bills, etc.
5. Class discussion regarding the need to budget money, living within one's means, making decisions on priorities in purchasing.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher informal evaluation of students' knowledge through group discussion and practice exercise. 2. Students will write checks properly, balance their checkbooks, and make good spending decisions.	Total time: One week for introduction and student practice. (Lesson should be ongoing throughout the semester.)	Checkbooks Sample utility bills, invoices, etc. Pencil and paper	Teacher acquire practice checkbooks.
		Resources (10)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Albert Pearson Subject Special Education (EMI) Grades 10 - 12

Career Development Component Career Planning and Placement Dates of Development 4/17/78

Lesson Objective (1)

To be able to use a telephone properly.

Original Lesson Student Outcomes (2)

1. Student will be able to correctly dial a telephone number.
2. Student will observe proper phone etiquette in role situations.
3. Student will be able to use a phone book.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.2 (D) For the individual to role play a job interview for a specific occupation(s) he or she is interested in.

Career Development Student Outcomes (5)

1. Students will be able to role play a telephone conversation between an employer and a prospective employee.
2. Students will be able to use the telephone to seek information about jobs listed in want ads.

Lesson Activities (6)

Activity Title:

Telephone for Employment

Procedures:

1. Teacher will demonstrate proper dialing techniques.
2. Teacher and student will make a list of questions to ask an employer regarding employment.
3. Student will telephone teacher (role playing employer) and ask questions regarding a job.
4. Teacher and student will select a want ad job student is interested in obtaining.
5. Class will look up employer's phone number in local phone book.
6. Student will phone prospective employer regarding want ad job.
7. Students will discuss their experiences and evaluate their individual effectiveness.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher's subjective evaluation of students' demonstrated ability to properly use the telephone for job interviewing.	Total time: Five class periods of 54 minutes each.	1. Telephone books 2. Newspaper want ads 3. Telephone	1. Compile a list of questions to ask an employer.
		Resources (10)	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name A. Pearson Subject Special Education (E.M.I.) Grades 10 - 12

Career Development Component Career Planning and Placement Dates of Development 2/20/78

Lesson Objective (1)

To provide students with historical background of the meat packing industry and its impact on the development of the Pure Food and Drug Administration.

Original Lesson Student Outcomes (2)

Students will be aware of and demonstrate an understanding of the facts and conditions which led to the establishment of The Pure Food and Drug Administration.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.2 (E) For the individual to identify (two) sources of information about jobs available in his or her community.

Career Development Student Outcomes(5)

Students will be able to:

1. list several meat processing companies located in the local area and the sources used to locate the companies.
2. list meat packing occupations for which they consider themselves qualified.

Lesson Activities (6)

Activity Title:

Reading to Gain Information

Procedures:

1. Teacher and students will read article in magazine You and Your World, dealing with the Pure Food and Drug Act.
2. Teacher and class will discuss article, focusing on the point that "change" oftentimes requires making the public aware of existing conditions and pointing out the need for a change.
3. Students will use "Yellow Pages" to find names of local meat packers.
4. Students and teacher will to go Career Information Center and use material to locate meat packing industry job opportunities.
5. Class will complete a list of meat packing industry jobs.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will: 1. subjectively evaluate class discussion participation. 2. evaluate "job lists" turned in by students. Students will: 1. describe the historical background of the meat packing industry and the development of the Pure Food and Drug Administration. 2. List occupations found in most meat packing industry companies.	Total time: Three class periods of 54 minutes.	"Yellow Pages" in telephone book Pencils and paper	Obtain copies of You and Your World magazine. Obtain copies of "Yellow Pages" Arrange for visit to Career Information Center.
		Resources (10)	
		1. You and Your World magazine, Xerox Corp., 245 Long Hill Road, Middlwton, Conn. 06457 2. "Yellow pages", local telephone directory. 3. Career Information Center.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Diane Worthington Subject Dental Assisting Grades 11

Career Development Component Self Awareness and Assessment Dates of Development 11/17/77

Lesson Objective (1)

To teach correct procedure for successful patient relationship.

Original Lesson Student Outcomes (2)

Students will be able to:

1. seat the patient properly.
2. establish patient rapport.
3. prepare patient for dentist.

Career Development Subgoal (3)

4.1 For the individual to identify experiences which utilize interpersonal skills.

Performance Indicator(s)Objective(s)(4)

4.1 (G) For the individual to list (Three) specific activities he or she can do that involves communicating with others (e.g., assisting in the direction of children's groups), both verbally and non-verbally.).

Career Development Student Outcomes (5)

Student will be able to identify appropriate behavior toward patient concerns (fearful child, apprehensive adult, patient's traumatic experience).

Student will be able to demonstrate sensitivity to needs of handicapped patient; ie., blind, deaf, diabetic.

Lesson Activities (6)

Activity Title:

Receiving and Seating Patient

Procedures:

1. Orientation to proper seating of patient:
    a. Chain and bib handling, with placement of bib on patient.
    b. Chair procedure--head and back adjustment.
2. Students practice seating patient.
3. Homework:
    a. Students read material on situation behavior in text, "The Developing Child," by Bennett.
    b. Students create situations on five different patient concerns.
4. Role playing is used to demonstrate patient concerns created by students.
5. Class critique of role playing.
6. Teacher discusses techniques on working with handicapped patients.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Each student will be evaluated through: 1. teacher assessment of student work. 2. peer group critique. 3. Informal discussion on the project outcome. 4. Written quiz on information.	Presentation and/or orientation - One class period of 54 minutes. Student practice, seating of patient - Two class periods of 54 minutes each. Role playing - One class period of 54 minutes. Teacher presentation of techniques for working with handicapped = One class period of 54 minutes. Evaluation - One class period of 54 minutes. Total time: Six class periods of 54 minutes each.	1. Dental bib and chain. 2. Dental chair. **Resources (10)** Test information: 1. Text on behavior, "The Developing Child, by Bennett. 2. "The Dental Assistant" by Schwarzrock and Jensen; pub. by Wm. G. Brown Co., Dubuque, Iowa, 1973.	Gather equipment

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Diane Worthington Subject Dental Assistant Grades 11-12

Career Development Component Career Awareness and Exploration Dates of Development 1/9/78

Lesson Objective (1)

To familiarize students with the difference between the on-the-job trained dental assistant and the CDA (Certified Dental Assistant).

Original Lesson Student Outcomes (2)

Students will be able to compare and contrast the associate degree training program for dental assistants with that of the on-the-job trained dental assistant.

Career Development Subgoal (3)

5.1 For the individual to understand individual differences in education and training needs.

Performance Indicator(s)Objective(s)(4)

5.1 (F) For the individual to give (three) reasons why a person might want to pursue additional education/training after completing high school.

Career Development Student Outcomes (5)

Students will be able to:

1. list three reasons why they should pursue further training as a dental assistant after high school.

2. develop their own plan for personal education.

Lesson Activities (6)

Activity Title:

Dental Assisting: Training versus Education

Procedures:

1. Teacher orientation to:
    a. CDA (Certified Dental Assistant)
    b. On-the-job trained dental assistant.

2. Students are given one week to conduct interviews with dentists:
    a. Interview with dentist who has a trained dental assistant.
    b. Interview with dentist who has a CDA.

3. Students will prepare a report using data and comparison found in interviewing.

4. Class discussion regarding on-the-job training vs. CDA education.

5. Students then evaluate their personal goals and list three reasons why they should pursue additional training (education after high school).

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Assessment of assignment completed according to teacher criteria. a. Student follow through. b. Interview information.	Lecture explaining DA versus CDA and explanation of assignment. One class period of 54 minutes One week for student to gather information. Discussion and evaluation One class period of 54 minutes	Teacher-prepared form for student interviews	1. Contact dentists and make a list of ones who wish to participate in project: a. Dentist hiring trained DA. b. Dentist hiring degreed DA (CDA). 2. Prepare form for student to use in interviewing. a. Wages b. Education c. Advancement d. Employability skills needed.
		Resources (10)	
		1. Dentist who hires non-degreed DA. 2. Dentist who hires a degreed (CDA) DA.	

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Diane Worthington

Subject Dental Assistant

Grades 11 - 12

Career Development Component Career Awareness and Exploration

Dates of Development 2/18/78

Lesson Objective (1)

To compare classroom laboratory to dental office.

Original Lesson Student Outcomes (2)

The student will be able to compare and evaluate the difference between a classroom setting and actual assisting in a dental office.

Career Development Subgoal (3)

6.6 For the individual to gain experience in work related roles or settings.

Performance Indicator(s)Objective(s)(4)

6.6 (E) For the individual to acquire work related experience in a real work setting in an occupation consistent with his/her occupational goals.

Career Development Student Outcomes (5)

The student will be able to acquire dental assistant experience in a dentist's office.

Lesson Activities (6)

Activity Title:
Work Experience in Classroom Setting versus Assisting in Actual Office

Procedures:

1. Select specific procedures:
   a. Amalgam
   b. Composite
2. Using text provided, read and review amalgam and composite procedures.
3. In class, have students work with instruments and tray setups for each example.
4. Evaluate setups and procedures.
5. After placing students in internship in dental office, give check sheet to dentist and allow student to assist the dentist in the amalgam and composite procedures.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher evaluates students in lab setting by identification quiz. Evaluation can be made in addition, by proper order of sets in selected procedure. 2. After placement, the dentist then uses check sheet to evaluate each procedure in office.	1. One 54 minute class period for explanation of each procedure. 2. Three 54 minute class periods for students to work with procedure setup. 3. Evaluation period for setup and reviews.	1. Necessary materials for each procedure selected: a. Instruments b. Amalgam c. Composite	1. Prepare procedure setups. 2. Prepare explanation on setups. 3. Prepare check sheet for dentist to use.
		Resources (10)	
		"Clinical Procedures in Dental Assisting" by Joseph Chasteen, Mosby Publishing Co., 1976, St. Louis, Missouri.	

LIVONIA PUBLIC SCHOOLS CA[illegible]R EDUCATION INFUSION PLAN

Teacher's Name Diane Worthington Subject Dental Assistant Grades 11 - 12

Career Development Component Career Decision Making Dates of Development 2/10/78

Lesson Objective (1)

To evaluate grade point vs. personal goals.

Original Lesson Student Outcomes (2)

The student will be able to understand the effect his/her high school course work and grade point average have on a dental career choice.

Career Development Subgoal (3)

10.2 For the individual to identify factors that influence decision making.

Performance Indicator(s)Objective(s)(4)

10.2 (H) For the individual to explain why it is useful for a person to consider his or her career goals while he or she is still in school.

Career Development Student Outcomes (5)

The student will be able to identify a career goal he or she would like to pursue and describe what effect grade point plays in his or her decision.

Lesson Activities (6)

Activity Title:

Self Evaluation of Personal Goals

Procedures:

1. Teacher presents information on dental careers:
    a. Dental Assistant
    b. Dental Hygienist
    c. Laboratory Technician
    d. Dentist
2. Teacher orients students on use of college catalogs. Catalogs will be available for students to research dental careers.
3. Speakers are scheduled to present college dental programs and answer students' questions.
4. Students fill out comparison forms to evaluate college programs.
5. Each student will list his/her high school courses, grade point average, college program information, and evaluate his/her personal outcome for a valid career decision.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher collects comparison sheets to see if task has been completed. 2. Teacher reads and evaluates comparison sheets.	Lecture and explain assignment - One class period of 54 minutes. Research on college programs - One class period of 54 minutes. College representatives to give information on each program - One class period of 54 minutes for each speaker. (4 hours if using 4 speakers) Student evaluations done in class - On class period of 54 minutes. Total time: Seven class periods of 54 minutes each.	1. College catalogs from each dental career school. 2. Necessary forms needed for comparisons. 3. Grade transcripts for students (if necessary) obtained by each student. **Resources (10)** 1. Representative from colleges with dental programs to present dental careers. 2. College catalogs.	1. Make a list of schools with career programs for the state. 2. Using college catalogs, make lists of course prerequisites on high school level. 3. Using college catalog, make a list of classes that are part of the program. 4. Set up time for representative lectures. 5. Obtain college application from each. 6. Prepare form for students to make career choice comparison.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Diane Worthington Subject Dental Assistant Grades 11-12

Career Development Component Career Planning and Placement Dates of Development 2/2/78

Lesson Objective (1)

To teach interviewing skills for dental assisting.

Original Lesson Student Outcomes (2)

This student will be able to:

1. develop an understanding of proper interviewing technique.
2. role play mock interview for a dental assistant's position.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skills necessary to gain implyment related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.2 (H) For the individual to apply for and interview for an actual job opening and evaluate his or her experience.

Career Development Student Outcomes (5)

The student will be able to apply for and interview for a dental assistant's position in a dentist's office and evaluate his/her interview experience.

Lesson Activities (6)

Activity Title:

Job Interviewing

Procedures:

1. Students will read the section on "The Interview" from A Guide to Employment.
2. Class discussion of assignment.
   a. Preparing for the interview.
   b. Common questions asked during the interview by the interviewer.
   c. Questions the interviewee asks.
   d. Closing the interview.
   e. Follow up the interview.
3. Class discussion of student experiences.

<table>
<tr><th>Evaluation (7)</th><th>Time Estimate (8)</th><th>Supplies/Equipment (9)</th><th>Pre-Planning Tasks (11)</th></tr>
<tr><td rowspan="3">Student will be evaluated on his/her interviewing ability by the dentist conducting the interview (through the interview summary sheet).</td><td rowspan="3">Discussion of the interview process - One class period of 54 minutes.
Small group role playing- One class period of 54 minutes.
Mock interviews by dentist in class - One class period of 54 minutes.
(Contact by students for interviews for jobs will be done outside of class)
Discussion of experiences One class period of 54 minutes.
Total time: Four class periods of 54 minutes each.</td><td>1. Evaluation sheet for dentist.
2. Assignment sheet for students listing dentists to be interviewed.</td><td rowspan="3">1. Contact dentists to be used for interviewing.
2. Make out assignment sheet.
3. Duplicate evaluation sheet to be used by dentist and mail to dentists prior to scheduled interviews.</td></tr>
<tr><th>Resources (10)</th></tr>
<tr><td>1. List by dentist to be used for interviewing.
2. A Guide To Employment, Wayne County Intermediate School District - Project APPLY, 33500 Van Born Road, Wayne, Michigan 48184. Phone 326-9300 (free on request).</td></tr>
</table>

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Diane Worthington Subject Dental Assistant Grades 11 - 12

Career Development Component Career Planning and Placement Dates of Development 4/2/78

Lesson Objective (1)

To inform students how to properly fill out a resume.

Original Lesson Student Outcomes (2)

The student will be able to:

1. identify the information contained in a personal resume.
2. complete a personal resume.

Career Development Subgoal (3)

14.2 For the individual to identify and acquire information and skill necessary to gain employment related to identified career goal.

Performance Indicator(s)Objective(s)(4)

14.2 (I) For the individual to identify the information typically found in a personal resume and to develop a personal resume.

Career Development Student Outcomes (5)

Same as Original Lesson Student Outcomes.

Lesson Activities (6)

Activity Title:

Personal Resume

Procedures:

1. Class discussion on information found in a resume.
2. Students will complete the application for employment form (attached), for personal data.
3. Class discussion on format and information to be included on the dental assistant resume.
4. Each student will develop from their personal data information, their own resume.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Students evaluate their own resume basing their evaluation on class discussion. 2. Teacher evaluates final resume based on personal data sheet. Is final resume a mailable product?	Discussion on information found on resume - One class period of 54 minutes. Assignment given students to complete personal data information as homework. Discuss personal resumes. One class period of 54 minutes. Assignment given students to develop personal resume as homework. Total time: Two class periods of 54 minutes each.	Application for Employment to be used as personal data sheet.	1. Gather resume materials. 2. Duplicate Application for Employment sheet
		Resources (10)	
		A Guide To Employment, Wayne County Intermediate School District, Project APPLY, 33500 Van Born Road, Wayne, Michigan, 48184. Phone 326-9300 (free on request).	

Classification ______________________
(Not to be Filled in by Applicant)

Date ______________________

APPLICATION FOR EMPLOYMENT

Name ______________________ (Last) (First) (Middle) Soc. Sec. No. ______________ Phone No. ______________

Address ______________________ (No.) (Street) (City) (State) Birth Date ______________

Spouse's name ______________ No. & ages of Children ______________ Other dependents ______________

List any friends or relatives in our employ ______________________

What transportation can you use to get to and from work? ______________________

Are you applying for: _______ full time _______ part time _______ temporary _______ summer

EDUCATION RECORD		From		To			
Type of School	Name and Place	Mo.	Yr.	Mo.	Yr.	Did you Graduate?	Course
Last Grammar or Jr. H.S.							
Last High or Prep. School							
College or University							
Other							

EXPERIENCE—PLEASE ACCOUNT FOR ALL TIME SINCE LEAVING SCHOOL—LIST LAST EMPLOYER FIRST

					From		To			
Firm Name	Place	Your Position	Dept. No.	Supervisor	Mo.	Yr.	Mo.	Yr.	Salary or Wages	Reason for Leaving

(Ask for additional sheets if needed)

MILITARY RECORD

			From		To		
Service Army, Navy, etc.	Branch Infantry, etc.	Primary Duty	Mo.	Yr.	Mo.	Yr.	Special Service Training Mechanics, Military Police, etc.

What type of work do you prefer? ______________________

When could you start to work? ______________ What monthly salary would you consider to start? ______________

PLEASE COMPLETE REVERSE SIDE OF THIS SHEET

THIS COMPANY DOES NOT DISCRIMINATE ON THE BASIS OF AGE, SEX OR NATIONAL ORIGIN

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Give name, address, and business of each of two references:
(No relatives, but at least one former employer)

What special equipment have you used?

Describe previous experience you believe will help you in employment with us.

What are your hobbies?

Do you have any chronic ailments or other physical limitations which preclude you from performing certain kinds of work?

How many days have you been ill during the past two years?

Have you ever been hospital confined? Where? When? Why?

Are you willing to submit to a medical examination? Have you ever had any kind of industrial accident or occupational disease?

Have you ever been convicted of a felony? Where? When?

Would you agree to a personal investigation for security purposes?

(Signature of Applicant)

Interviewed by: Date

This Application For Employment is prepared for use throughout the United States. The Colwell Company assumes no responsibility for the inclusion of any questions which, when asked by the employer of the job applicant, may violate state and/or federal law.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Carolyn Turner Subject Health Careers Grades 10 - 12

Career Development Component Self Awareness and Assessment Dates of Development 11/23/77

Lesson Objective (1)

To familiarize students with the concept of blood pressure.

Original Lesson Student Outcomes (2)

Student will be able to:

1. take and record blood pressure.
2. list the factors that influence blood pressure.
3. recognize the need for continuous practice to achieve accuracy in reading blood pressure.

Career Development Subgoal (3)

1.3 For the individual to recognize settings and experiences that provide knowledge of self and others.

Performance Indicator(s) Objective(s) (4)

1.3 (L) Given an experience (e.g., a trip to a museum) the individual can describe the types of information about himself or herself that were gained from the experience.

Career Development Student Outcomes (5)

Students will be able to identify his or her physical traits that influenced his or her blood pressure

Lesson Activities (6)

Activity Title:

Blood Pressure: Procedure and Effects

Procedures:

1. Students will read text on definition of blood pressure (pp.88-89).
2. Students will observe teacher demonstrating procedure on a student volunteer.
3. Students will practice taking blood pressure on each other.
4. Students will record their blood pressure.
5. Class discussion on the factors that affect blood pressure.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
1. Teacher evaluation of practice session. 2. Students will list the physical factors that influenced the result of their blood pressure. 3. Teacher assessment of student performance based on individual observation within the classroom.	1. Ten minutes for reading assignment in text. 2. Twenty minutes for discussion. 3. Fifteen minutes for demonstration. 4. Forty minutes for practice. 5. Fifteen minutes for discussion of individual blood pressure results. Total time: One class period of 108 minutes.	1. Blood pressure cuff 2. Stethoscope. 3. Paper	1. Make text available. 2. Bring blood pressure equipment to classroom.

Resources (10)
Text: Life Sciences, pp. 88-89 Publisher: Technicourse

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Carolyn Turner Subject Health Careers Grades 10 - 12

Career Development Component Career Awareness and Exploration Dates of Development 2/10/78

Lesson Objective (1)

To familiarize students with careers in the hospital.

Original Lesson Student Outcomes (2)

Student will:

1. become familiar with the hospital setting.
2. be able to identify four occupations and their settings in the hospital.

Career Development Subgoal (3)

6.1 For the individual to understand the relationship between an occupational role, its setting, and life style.

Performance Indicator(s)Objective(s)(4)

6.1 (I) Given an occupation the individual is interested in, the individual can compare and contrast the life styles of individuals in that occupation.

Career Development Student Outcomes (5)

Student will be able to identify three occupations in a hospital and contrast the life style of each.

Lesson Activities (6)

Activity Title:

Careers in the Hospital

Procedures:

1. Show movie "Matter Of Life." This movie shows approximately 40 occupations in their work setting and traces three patients from their home setting through their hospitalization and discharge.
2. Class discussion of movie:
    a. What departments were shown?
    b. What occupations were shown?
    c. What was the setting of each?
3. Discuss the expected behavior and dress for various hospital employees.
4. Field trip - class will visit a local hospital and tour its various departments . Students will have the opportunity to interview employees.
5. Class discussion of tour and completion of summary sheet by each student.

Evaluation (7)

Teacher will evaluate each student's:

1. participation in discussion of the movie and hospital tour.
2. summary sheet on tour of hospital, including:
    - a. occupations observed.
    - b. setting of each occupation observed.
    - c. comparison of three occupations as to life styles of the workers.

Time Estimate (8)

Movie, discussion of movie, discussion of expected behavior and dress for tour -
One class period

Tour of hospital, including transportation -
Four hours

Discussion of tour and completion of summary sheets -
One class period

Total time:
3 class periods of 108 minutes each.

Supplies/Equipment (9)

1. MOvie projector.
2. Bus for transportation.
3. Summary sheet

Resources (10)

1. Film "Matter of Life" obtained from National Bank of Detroit Film Library, Detroit, Mich.
2. Local hospital

Pre-Planning Tasks (11)

1. Reserve film.
2. Reserve film projector.
3. Reserve school bus.
4. Reserve date for tour of hospital.
5. Prepare hospital tour summary sheet.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Carolyn Turner Subject Health Careers Grades 10 - 12

Career Development Component Career Awareness and Assessment Dates of Development 12/14/77

Lesson Objective (1)

To familiarize students with careers in the medical laboratory.

Original Lesson Student Outcomes (2)

Students will be able to:

501 1. identify six possible careers in the medical laboratory.
2. identify skills needed in three careers in the medical laboratory.

Career Development Subgoal (3)

6.3 For the individual to acquire information about occupations.

Performance Indicator(s)Objective(s)(4)

6.3 (Y) Given an occupation, the individual will identify (three) different ways to obtain the skills and abilities required in that occupation.

Career Development Student Outcomes (5)

Student will be able to:

1. list the skills necessary for a selected medical laboratory career.
2. list the ways a person could obtain the skills necessary for the selected medical laboratory career.

Lesson Activities (6)

Activity Title:

Careers in the Medical Laboratory

Procedures:

1. Teacher will show the film "In A Medical Lab."
2. Students will discuss the careers presented and fill in summary sheets on the film.
3. Teachers will discuss the job descriptions, qualifications and preparation needed for the medical lab careers.
4. Students will read pp. 67-71 in text Introduction To Health Care Careers and discuss the contents.
5. Students will examine prepared blood slides under the microscopes.
6. Teacher will demonstrate blood typing procedure.
7. Each student will type his or her own blood.
8. Medical technologist speaker will discuss the careers in the medical laboratory.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Each student will be evaluated based on his or her: 1. participation in discussion on the film. 2. his or her written summary sheet on the film. 3. notes taken on lecture. 4. results obtained from examination of slides. 5. participation in blood classification.	Film presentation, summary sheet, and discussion - One class period of 108 minutes. Lecture and discussion of medical laboratory careers - One class period of 108 minutes. Examine blood slides - 1/2 class period of 108 minutes. Blood classification - One class period of 108 minutes. Speaker - 1/2 class period of 108 minutes. Total time: Four class period of 108 minutes each.	1. Movie projector. 2. Ditto - summary of film. 3. Textbook: Introduction To Health Care, pp.67-71, by Mary Ellen Kimbrell; pub., McKnight, Bloomington, Ill. 4. Slide projector. 5. Blood typing fluid, slides, lances and bandaids. **Resources (10)** 1. Blood slides 2. Occupational Outlook Handbook 3. Speakers	1. Prepare ditto. 2. Arrange for speaker. 3. Obtain supplies for blood typing. 4. Reserve movie and film projector.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name Carolyn Turner Subject Health Careers Grades 10 - 12

Career Development Component Career Decision Making Dates of Development 1/17/78

Lesson Objective (1)

To familiarize students with the career "Medical Lab Technologist"

Original Lesson Student Outcomes (2)

Each student will be able to:

1. identify the duties, training, advantages and disadvantages, and work setting of a medical lab technologist.
2. perform a simple lab test that a medical technologist performs.

Career Development Subgoal (3)

11.2 For the individual to acquire skill in relating factors that influence a decision to identified options.

Performance Indicator(s)Objective(s)(4)

11.2 (E) Given a specific career option, the individual can identify the work and life styles that person's pursuing that option might have.

Career Development Student Outcomes (5)

Each student will be able to:

1. identify the life style of a medical lab technologist.
2. decide if the work schedule of a medical technologist will fit in with his or her daily life style.

Lesson Activities (6)

Activity Title:

A Day In The Life Of A Medical Technologist

Procedures:

1. Class discussion and research of qualifications, training, advantages and disadvantages, and nature of work of a medical technologist.
2. Visit medical lab at local hospital:
   a. Tour department.
   b. Observe technologist with a patient performing routine lab tests.
   c. Interview technologist on working conditions, hours, pay, schedule.
3. Class discussion of visit and findings.
4. Lab activity:
   a. Teacher demonstrates how to draw blood.
   b. Volunteers draw blood from themselves for blood typing analysis.
5. Each student will be asked to summarize the hospital visit, interview and lab activity and decide if a career as a medical technologist is a realistic career choice for him or her.

Evaluation (7)

Each student will be evaluated on:

1. his or her participation in class discussion and research of career.
2. his or her written summary of the visit, interview, and lab exercise.

Time Estimate (8)

Class discussion and research -
1/2 class period of 108 minutes.

Visit to medical lab -
One class period of 108 minutes.

Summarize visit -
1/2 class period of 108 minutes.

Perform simple lab test in classroom and explain results -
One class period of 108 minutes.

Student summarization of medical lab technology as a career choice for him or her.
1/2 class period of 108 minutes.

Total time:
3-1/2 class periods of 108 minutes each.

Supplies/Equipment (9)

1. Transportation to hospital.
2. Blood-typing solution, lances, slides, and alcohol.
3. Textbook: Introduction to Health Care Careers, by Mary Ellen Kimbrell; pub. by McKnight, 1975, Bloomington, Ill.

Resources (10)

1. Occupational Outlook Handbook
2. Medical Technologist at Hospital

Pre-Planning Tasks (11)

1. Arrange for hospital visit and interview of medical technologist.
2. Arrange for bus transportati
3. Gather equipment for testing blood.

LIVONIA PUBLIC SCHOOLS CAREER EDUCATION INFUSION PLAN

Teacher's Name: Carolyn Turner Subject: Health Careers Grades: 10 - 12

Career Development Component: Career Planning and Placement Dates of Development: 2/2/78

Lesson Objective (1)

To familiarize students with post high school training programs.

Original Lesson Student Outcomes (2)

Students will be able to identify three ways in which to receive training for his/her career goals.

Career Development Subgoal (3)

14.1 For the individual to identify and acquire information and skills necessary to gain further education and training related to identified career goals.

Performance Indicator(s)Objective(s)(4)

14.1 (L) For the individual to identify (three) places a person could receive vocational, technical and apprenticeship preparation (e.g., military, community college, technical school, vocational school, etc.).

Career Development Student Outcomes (5)

Student will be able to list three places in which he or she can acquire training in a specific career.

Lesson Activities (6)

Activity Title:

Identifying Training Facilities

Procedures:

1. Class discussion of:
   - a. vocational-technical training.
   - b. apprenticeship training.
   - c. on-the-job training.
2. Class discussion of post high school training programs:
3. Students will select a career to research in the Career Information Center.
4. Orientation to Career Information Center by librarian or career coordinator.
   - a. Demonstration on how to use MOIS (Michigan Occupational Information System) microfiche reader.
   - b. Demonstration on how to find available materials in the career files, tapes and books.
   - c. Demonstration on how to use college catalogs and reference books.
5. Students will research three places of training for their selected career from available materials in the Career Information Center or Library and report their findings in a paper.

Evaluation (7)	Time Estimate (8)	Supplies/Equipment (9)	Pre-Planning Tasks (11)
Teacher will evaluate: 1. students' research paper on the post high school training programs for their chosen career. 2. students' participation in class discussion.	Introduction, class discussions and orientation to the Career Information Center - One class period of 108 minutes. Student research - One class period of 108 minutes. Class discussion of research - 1/2 class period of 108 minutes. Total time: 2-1/2 class periods of 108 minutes each.	Paper and pen/pencil.	1. Reserve time for class in Career Information Center. 2. Arrange for orientation to Career Information Center by librarian or career coordinator.

Resources (10)
Career Information Center